

**SECTION I**

**ASSESSMENT OF  
STUDENT ACHIEVEMENT**

**PERCENTAGE OF STUDENTS PERFORMING AT THE STATE MANDATED LEVELS OF PROFICIENCY  
ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT (ESPA)**

	ACTUAL	BENCHMARK	ACTUAL	DIFFERENCE	BENCHMARK		
	1998-99	1999-2000	1999-2000		2000-01	2001-02	2002-03
<b>LAL<sup>1</sup></b>	20.8	36			45	53	60
<b>MATH</b>	29.2	39	33.3	-5.7	49	59	64
<b>SCIENCE</b>	53.8	59	56.5	-2.5	64	68	72
<b>ARTS</b>							
<b>SOCIAL STUDIES</b>	--						
<b>HEALTH/PE</b>					Baseline		
<b>WORLD LANGUAGES</b>	--					Baseline	

**GRADE EIGHT PROFICIENCY ASSESSMENT (GEPA)**

	ACTUAL	BENCHMARK	ACTUAL	DIFFERENCE	BENCHMARK		
	1998-99	1999-2000	1999-2000		2000-01	2001-02	2002-03
<b>LAL</b>	52.6	56.0	47.5	-8.5	60	64	68
<b>MATH</b>	24.1	35.0	21.7	-13.3	44	51	56
<b>SCIENCE</b>			28.8				
<b>ARTS</b>							
<b>SOCIAL STUDIES</b>	--				Baseline		
<b>HEALTH/PE</b>						Baseline	
<b>WORLD LANGUAGES</b>	--						Baseline

<sup>1</sup> LAL = LANGUAGE ARTS LITERACY

**MANDATED LEVELS OF PROFICIENCY****(HSPT)****READING**

<b>YEAR</b>	<b>BENCHMARK</b>	<b>ACTUAL</b>	<b>DIFFERENCE</b>
<b>1996-97</b>	67	60.5	-6.5
<b>1997-98</b>	69	63.3	-5.7
<b>1998-99</b>	64	53.5	-10.5
<b>1999-00</b>	61	56.4	-4.6
<b>2000-01</b>	69		

**MATH**

<b>YEAR</b>	<b>BENCHMARK</b>	<b>ACTUAL</b>	<b>DIFFERENCE</b>
<b>1996-97</b>	67	62.1	-4.9
<b>1997-98</b>	70	50.0	-20.0
<b>1998-99</b>	58	57.0	-1.0
<b>1999-00</b>	64	59.0	-5.0
<b>2000-01</b>	71		

**WRITING**

<b>YEAR</b>	<b>BENCHMARK</b>	<b>ACTUAL</b>	<b>DIFFERENCE</b>
<b>1996-97</b>	71	63.0	-8.0
<b>1997-98</b>	70	61.1	-8.9
<b>1998-99</b>	63	65.7	+2.7
<b>1999-00</b>	70	59.7	-10.3
<b>2000-01</b>	75		

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Develop and administer interim assessments of student performance in math and language arts. Results will be used to determine progress and modify instruction to meet student needs.

### ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
1. Development and implementation of District Criterion-Referenced Assessments (CRA's), aligned with the CCCS, for grades K-8 in the areas of writing and Language Arts/Literacy. These instruments will be used by teachers and schools to determine areas of growth and deficiency in each student's ability to communicate. This follows and continues the District focus on the <b><i>On The Write Ticket</i></b> theme. Concurrent with the development of the district writing CRAs/Assessments, the development of district reading and mathematics CRAs will be completed. These assessments will also be used as interim assessments for purposes of the annual report documentation.	9	X	

#### EXPLANATION:

During the 1999-00 school year, the Newark Public Schools developed and administered multiple interim assessments of student performance in mathematics and language arts. Results of these assessments were used to determine student progress in meeting the standards and to modify instruction based on student needs. The interim assessments included the Newark Public Schools Language Arts and Mathematics Checklists, used to assess core knowledge; the Developmental Reading Assessment (DRA), used to assess essential reading skills; and Criterion Referenced Assessments (CRAs), used to assess ESPA and GEPA proficiencies. Following is an overview of the district's interim assessment framework for the 1999-00 school year:

GRADE LEVEL	FALL ASSESSMENTS	SPRING ASSESSMENTS
K-2	DRA - Administered in November LAL Checklists – Administered in January Math Checklists – Administered in January	DRA - Administered in April LAL Checklists – Administered in May Math Checklists – Administered in May
3-8	LAL CRAs – Administered in November (grades 3 and 7 only) Math CRAs – Administered in November	LAL CRAs – Administered in March (grades 3 and 7 only) Math CRAs – Administered in March

The district's Criterion Referenced Assessments provided a tool by which school staff diagnosed deficiencies in student learning and prescribed interventions to positively impact achievement. The impact on student achievement is outlined in the charts which follow:

Identified Areas of Deficiency –Reading/Writing	Nov. '99	Mar. '00
Elaboration/Detail	X	X
Organization	X	X
Transitions on Writing Tasks	X	X
Open-ended Questions ( Critical and Analytic Thinking)	X	X
Openings/Closings	X	*
Topic Focus	X	*

Identified Areas of Deficiency - Mathematics	Nov. '99	Mar. '00
Multi-step problems	X	X
Basic Math Concepts	X	*
Open-ended Questions (Number Sense, Proportional Reasoning, Geometry, Measurement, Probability)	X	X
Geometry Concepts	X	*

**\*The X indicates areas in need of improvement and the asterisk (\*) indicated areas of improvement.**

A review of the CRAs for grades K-2 indicates that students are succeeding at mastering basic skills related to reading attainment. However, the DRA data clearly shows that children are not able to apply that knowledge in actual reading situations at high levels. Data collected in language arts, mathematics, social studies and science further shows that while students are demonstrating knowledge of basic concepts, deeper understanding is not evident. For example, in the above charts, data reflects improvement in the learner's ability to focus on the writing topic. In addition, students improved in their understanding of geometry concepts. However, more difficult conceptual knowledge, like using transitions and open-ended responses, remains elusive. It should be noted that while improvement was slight, the use of process approaches requires development over time.

The district will continue to review CRAs to improve the alignment to the NJCCCS. In addition, we will develop a systemic way to retrieve data and utilize the rich information provided to better align instruction to identified needs. Further, in addition to looking at the data, the district will develop a plan to provide on-site support to teachers in a more systemic way.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

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### ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
2. Implementation of a district mid-year assessment, aligned with the Core Curriculum Content Standards, for grades 1-12 to determine the progress of each student and the necessary instructional direction in writing, reading and mathematics. Results from these examinations will be included in the district's mid-year interim report.	9	X	

#### EXPLANATION:

One of the crucial steps in improving student performance is designing and implementing assessments that are aligned with the CCCS. Results from these assessments will guide instruction by diagnosing and treating difficulties before they become insurmountable problems. In addition, properly aligned district-wide assessments are necessary to inform instruction, guide staff development needs, and allow for the reflective process. The district mid-year and final assessments were aligned with the CCCS for grades 1-12 in reading, writing and mathematics. A review and comparison of the results indicate the following:

#### Elementary – District Passing Rate in Percentages

	Language Arts (Grades 3-8)	Mathematics (Grades 2-8)
Midterm Assessments	52.9	52.9
Final Assessments	61.9	74.2
Growth	+ 9.0	+ 21.3

#### Secondary – District Passing Rate in Percentages

	Language Arts/English	Mathematics
Midterm Assessments	72.2	58.7
Final Assessments	76.3	55.4
Growth	+ 4.1	- 3.3

It is to be noted that since these assessments are aligned to the NJCCCS they are considered to be practice for the ESPA, GEPA and HSPT, providing grade level appropriate experiences with multi-step problem solving, open-ended questions and data analysis for students. The 57.4% passing rate in LAL/English and the 65 % passing rate in mathematics, as compared to the 47.4% and 21.4 % respective passing rates on the GEPA, indicates that further alignment is needed. Similarly the secondary schools averaged a 74.3 % passing rate in language and a 57.1 % passing rate in mathematics which also indicates that the district assessments should be reviewed. To that end, curriculum committees are at work this summer reviewing and revising CRAs, mid-year, and final assessments to achieve better alignment.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Develop and administer interim assessments of student performance in math and language arts. Results will be used to determine progress and modify instruction to meet student needs.

### ACTION PLAN

DESCRIPTION	PAGE IN PLAN	IMPLEMENTED	
		YES	NO
3. Determination of district achievement standards that align with state Core Curriculum Content Standards, (stating what every student should know and be able to do.)	9	X	

#### EXPLANATION:

The district achievement standards that align with the New Jersey Core Curriculum Content Standards are embedded in the revised curriculum documents that are in use in grades 1-12 in all content areas except ESL, health and social studies. In addition, the draft copies of the Pre-K and kindergarten curriculum will be reviewed and revised for dissemination to classes this fall.

The purpose of the curriculum guides is to articulate to constituents *what students should know and be able to do at each grade level and in each content area*. Curriculum development is a two year process. Documents are first developed and piloted in classes to determine the need for modifications. The following summer revisions are made, prior to recommending district adoption. Most of the revised curriculum guides to be developed were in use in draft form this year. During the summer of 2000, these documents will be completed and ready for duplication. Dissemination will take place in the fall.

#### MODIFICATION:

- A district curriculum oversight team will be established to continually audit the alignment and coordination of curriculum benchmarks and assessments.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

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### ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
4. Initiation of a district-wide assessment program that measures student success in writing in grades K-12.	9	x	

#### EXPLANATION:

The Newark Public Schools has begun the process of implementing a framework for the assessment of student success in writing in grades K-12. This assessment model is an interactive one and generates both data and feedback on student performance across the district. Thus the writing program serves as a vehicle to determine the students' strengths, as well as the instructional weaknesses. The assessment s are cross disciplinary and measure thinking processes, metacognitive strategies and content knowledge. The following multiple measures have been implemented during the 1999-00 school year:

- Language Arts Literacy Checklists – K-2
- DRAs K-2
- CRAs 3-8
- *Tracking the Learners' Reading and Writing Growth Across Time* Specified Literacy Assessment – K-8
- School based assessments – 9-12

The K-1 checklists and the DRA provide data about the skills attainment of the primary learner. The chart below indicates that students perform at a passing rate on both the fall and the spring administrations of the checklist, with a significant increase in student achievement over time. Similarly, the DRA data reflects a 20-25% increase in student achievement from November – May. The checklist reflects attainment of skills at the knowledge, comprehension and in some cases the application levels of understanding. However, the DRA reflect student achievement in reading/writing at the higher levels of thinking. The data reflects the need to continue to provide professional development opportunities to teachers in the areas of shared reading and retelling strategies and in the running records technique.

## K-2 DISTRICT RESULTS

Subject	Grade	Fall # tested	# passing	% passing	Spring # Tested	# passing	% passing	+/-
Language Arts/Literacy	K checklist	2794	1988	71%	2886	2443	85%	14%
Language Arts/Literacy	1 <sup>st</sup> checklist	3154	2284	72%	3245	2611	80%	8%
Language Arts/Literacy	2 <sup>nd</sup> checklist	3481	2521	72%	3460	2827	81%	9%
DRA	K grade	1205	519	42%	1329	897	67%	25%
DRA	1 <sup>st</sup> grade	1882	634	34%	2123	1162	54%	20%
DRA	2 <sup>nd</sup> grade	1756	688	39%	2069	1262	60%	21%

As indicated earlier in this report, the CRAs were developed to identify strengths and weaknesses in student learning. In addition to assessing knowledge of content, and higher levels of thinking, the CRA's tested students abilities to write in a variety of formats across the content area. All writing was scored using the New Jersey Holistic Scoring Rubrics.

The *Tracking Learners' Reading and Writing Growth Across Time* made explicit the specified literacy assessments for students in grades K-8 that were to occur throughout the district on a monthly basis. District benchmarks were established for each literacy assessment and all items were scored using the NJDOE holistic scoring rubrics.

## DISTRICT BENCHMARK FOR EACH LITERACY ASSESSMENT

Task	# of Test Items	Score Range	Passing Score	District Benchmark
Reading	1	0-6	4	5
Revising/Editing	1	0-4	3	4
Picture Prompt	1	0-6	4	5
Poem Prompt	1	0-6	4	5
Persuasive Writing	1	0-6	4	5

A key strategy to improve writing achievement on the HSPT was the implementation of the *National Urban Alliance (NUA) - Newark High School Literacy* project which was designed to build capacity by developing a cadre of staff proficient in skills necessary to improve writing. This initiative was designed to help high school department chairpersons introduce teachers to strategies for improving student writing. The focus of the strategies was: learning how to write across the curriculum; writing to learn; and writing to show what was learned. Participants were engaged in activities that enabled them to reflect on their knowledge about writing in the content area, use their content knowledge while developing their ability to elaborate and edit written expression of that knowledge, and actively use and apply that knowledge to writing across the curriculum. Department chairpersons kept notes in journals including, observations, experiences and materials related to teaching writing in their content area. Each high school compiled a portfolio that showcased teacher implementation and the quality of student work. As the program was implemented mid-year, writing assessments were not the focus. The notebooks were collected in June and will serve as baseline data for professional development of teachers and exemplars of instructional strategies for writing. Further, the notebooks serve as portfolio assessments. This emphasis on writing at the secondary level is expected to yield increased writing scores as the high school program internalized strategies that support best practices to improve writing for students.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

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### ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
5. Begin a 2 year process of developing a customized assessment to replace the Stanford 9.	9	X	

#### **EXPLANATION:**

The two year process to develop a local assessment that is closely linked to the state core content standards and is similar in content and format to ESPA, GEPA and HSPA, was initiated this year. The project will be implemented in two phases. Grades 3,7 and 9 will be phased in the first year (2000-2001) and 5, 6 and 10 will be phased in during 2001-2002 school year. The areas of development will concentrate on Language Arts Literacy and Mathematics.

A contract has been awarded to Measurement Inc. (MI), for the development of these tests. Another state operated district that showed interest in this project has joined the Newark Public Schools and a second contract has been drawn between the two districts and MI. This joint venture would help both districts to share the cost of development.

Initially, the testing staff along with the curriculum staff from both the districts met with the testing company to delineate the parameters of this project. Hence, a formal bias and content review of the first set of items in both Language Arts and Mathematics occurred in June 2000. A second set of items are to be reviewed in July, 2000, which will enable the process of conducting field tests in both districts, in September/October, 2000. The proposed date for the completion of the final operational test is set for December 2000. This will provide ample time for printing, distributing and actual implementation of the test in spring 2001.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Develop and administer assessments of student performance to analyze the rate of success and improvement among students in the district's preschool program

### ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
Design and administer developmentally appropriate assessment activities to all Pre-K and kindergarten students. This assessment will include: <ul style="list-style-type: none"><li>• Letter identification</li><li>• Word test</li><li>• Writing vocabulary</li><li>• Dictation</li><li>• Text reading</li></ul>	11	X	

#### EXPLANATION:

The Brigance pretest and post test were administered to Pre-K and kindergarten students. In addition, Pre-K checklists, kindergarten checklists in language arts and mathematics and the DRA were administered in kindergarten as indicated on page 11. The Office of Research, Evaluation and Testing is analyzing the data collected from the fifty-seven daycare centers that make up the Newark Collaborative and 19 Newark Public School Pre-K classes. That information, when compiled will serve as baseline data to inform instructional practice in the Pre-K/kindergarten programs.

Schools report that new teachers and teachers new to the grade need on-going training on the DRA method of one-on-one student monitoring. Additional training will be scheduled for the upcoming school year. A Director, Language Arts Literacy has been hired. In addition, by restructuring the Office of Language Arts Literacy, additional staff will be assigned to schools to provide on-site support.

## **SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT**

**STRATEGY 1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.**

### **CROSS CURRICULAR ACTION PLAN**

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Establish staff development schedules which will allow maximum attendance by classroom teachers so that every teacher will master and implement strategies that integrate the New jersey Core Curriculum Content Standards for writing, literacy and mathematics within each Whole School Reform Model.	14	X	

#### **EXPLANATION:**

A key element in the building of systemic capacity that ensures student success is the maximizing of staff development opportunities for all professional staff. The Abbott regulations require that all staff members engage in an organized continuous program of training focusing on the acquisition of knowledge and skills directly related to the achievement of the NJCCCS and the implementation of selected Whole School Reform Models.

The establishment of a district staff development schedule creates not only a data base but serves as a monitoring system for district initiatives. The staff development schedule has a complex multi-tiered organizational structure consisting of the district staff development, School Leadership Teams' staff development and school-based staff development. The staff development initiatives are not stand alone but inter-related through the foci of the Educational Plan. A noteworthy component of the schedule is in the support of instructional staff to a maximum level whereby implementation and integration of the NJCCCS for writing, literacy and mathematics are infused within practice and WSR implementation at the classroom level. The creation of the schedule has **promoted an open communication factor toward focus and accomplishment. The following chart provides information representing the content of staff development as well as the quantity.**

	Student Centered Teachig	Early Child- hood	Revised Curr.	Stude nt Work Initiativ e	Data Analysis Student Achieveme nt	Writing	CCC S	Algebr a	Characte r Ed.	New Tchrs .	WS R	Mat h	TOTA L
SLT I * SCHOOLS		90	1256	2779	1144	1353	1858	25					8505
SLT III * SCHOOLS		68	379	489	681	504	1207	7					3335
SLT IV * SCHOOLS		90	1020	1064	1103	1348	1817	10					6452
SLT V * SCHOOLS		63	298	840		1010	470	11					2692
SLT I	4	2		4	5	26	1			8		15	65
SLT III		3											3
SLT IV		3	3	4	4	40	4			6		14	78
SLT V		2		1		5						3	11
DISTRICT													
Teaching & Learning	56	56	57		182	46	95	3					495
Professiona l Develop.			4		7	5	3		10	2		14	45
WSR											20		20
TOTALS	60	377	3017	5181	3126	4337	5455	56	10	16	20	46	21701

\* Includes Faculty meetings and Grade Level meetings

## MODIFICATIONS:

- The development of the scheduled requires the collaboration of schools, School Leadership Teams, the Department of Teaching and Learning and the Office of Staff Development.
- The schedule must be predicated on the analysis of assessment data, staff development data, and school observation data (i.e. monitoring of lesson plans, student work initiative, and teacher evaluations).

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.**

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Delineate for each school, regardless of the Whole School Reform Model chosen, the NJCCCS which are embedded or must be interwoven within each grade level's daily lesson presentations for writing, literacy and mathematics.	<b>14</b>	<b>X</b>	

#### EXPLANATION:

The district has made a concerted effort to clearly communicate to all schools policy and clear expectations toward the infusion of the NJCCCS's within daily instructional plans and practice. In an effort to provide technical assistance, Curriculum Guides in draft form by disciplines were designed and introduced into the schools this 1999-2000 school year. Mirroring the standards, the Guides are meant to delineate what a student should know and be expected to do in the sense of what should be taught, when, and a repertoire of how to teach strategies.

Included within the guides are suggested timing (or pacing) schedules, correlation to adopted texts as well as supporting literature, materials and manipulatives. Not only are the standards embedded within practice but, ESPA/GEPA clusters and sample models are a true reflection of assessment guiding practice and practice guiding assessment. During the summer of 2000, there will be a refocus and rewrite of Curriculum Guides, which will allow for a more collaborative alignment across disciplines. Attention will be focused on a backmapping process with ESPA expectations clearly articulated to Grades 3, 2, 1, and kindergarten. The same backmapping will occur for Pre GEPA and HSPT grades.

#### MODIFICATIONS

- When Curriculum Guides are revisited a rubric must be designed to ensure a cross-curricular focus.
- It is necessary to highlight grade specific schedules for the introduction, mastery and maintenance of skills that spiral throughout the grades.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.**

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Continue the district's in-service program for Principals and Vice Principals to enable them to articulate and implement the Whole School Reform Model as it facilitates the teaching and learning of writing, literacy and mathematics.	<b>14</b>	<b>X</b>	

### EXPLANATION:

As evidenced clearly throughout educational research on Whole School Reform, the principal is a key determinant in the success of implementation as well as in the sustainment of efforts. Based upon this premise in-service for Principals and Vice Principals that is structured to enable articulation and implementation of WSR and that facilitates the teaching and learning of literacy and mathematics has come to a critical juncture. The schools have arrived at various developmental stages, which again translates into a more complex multi-tiered delivery system of staff in-servicing. The organizational structure consists of District in-servicing as well as external model specific training.

At the district level the Superintendent's Monthly Conference for building administrators in the 1999-2000 school year has focused on School Reform expectations as they are interwoven in the NJCCCS and District standards. The format of the conferences not only afforded principals the opportunity to learn strategies and skills that would support the schools efforts toward the increase of literacy and mathematical instruction but, also time to reflect and collaborate with colleagues.

Whole School Reform initiatives implemented in schools are meant to facilitate and support the improvement of learning opportunities. With this goal in mind, principal training could no longer be exclusive of teaching staff as well as educators on the school team. The team approach training was accomplished through School Management Team (SMT) training and model specific training. The integrity of teaching and learning was first and foremost in leadership development no matter the model.

The Office of Whole School Reform has provided model specific training with the expectation of defining and increasing the knowledge base of the "leadership role" in the context of new school governance structures. Meeting schedules were derived (model specific) to address collaborative planning and model specific issues.

The Whole School Reform implementation status of the Newark Public Schools is in four stages. Fifty-two percent (52%) of the schools are in the implementation stage. Thirty-one percent (31%) of the schools have begun contract negotiations. Thirteen percent (13%) of the schools have tentatively selected models and four percent (4%) of the schools are in a not applicable stage.

Finally, implementing principals have been engaged in training sessions with school teams. Contract negotiation principals are scheduled for summer training and tentative selection principals have completed the research phase of model selection.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1: Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.**

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
D. Directors and office heads in the department of Teaching and Learning will develop writing tasks, interdisciplinary assignments, and professional development opportunities that will prepare students for success on the ESPA, GEPA and HSPT.	<b>14</b>	<b>X</b>	

#### EXPLANATION:

Writing was clearly delineated as the primary focus for the 1999-2000 school year. With this focus in mind Directors of each department of Teaching and Learning were to develop writing tasks, interdisciplinary assignments, and professional development opportunities that would guide instruction toward preparing students for success in ESPA/GEPA and HSPT. Although this lofty goal was not fully attained there was implementation of many of the foresaid components.

Writing tasks that were developed in the 1998-99 school year were reinstituted this school year in most disciplines. The Office of Science Education did however, create new tasks. There was also considerable attention this 1999-2000 school year to the creation and administration of CRA's. The CRA's in math, literacy, science and social studies were inclusive of writing tasks. School Leadership Team resource teachers and supervisors (considered to be liaisons between Teaching and Learning and the SLTs) in conjunction with building staff developers facilitated a considerable number of grade level meetings focused on interdisciplinary assignments. These grade level meetings consisted of collaborative staff development opportunities.

In the ESPA and GEPA Academies considerable attention was placed upon the modeling of best practices aligned to sample tasks especially writing tasks. Resource teachers provided in-class support in an effort to reinforce and scaffold teachers in the implementation stage of the practices gleaned.

#### MODIFICATIONS:

- Cross-curricular collaborative tasks should be field tested by Departments.
- Analysis of assessment data should predicate the tasks.
- More intensive training of protocols in the student work initiative should provide diagnosis that would improve pedagogy.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

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### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
E. The Associate Superintendent for Teaching and Learning will work with the SLT Assistant Superintendents and the school principals to ensure that classroom practices become more student-centered.	14	X	

#### **EXPLANATION:**

Although there was not a direct line of communication between the Associate Superintendent for Teaching and Learning, the School Leadership Team Assistant Superintendents and school principals, there were indirect lines of communication. The Directors of each discipline, as delegated and representative of the Associate Superintendent, worked collaboratively with the School Leadership Teams. This was accomplished through monthly Principal and Vice Principal meetings as well as through communication directly with the schools.

#### **MODIFICATIONS**

- In an effort to communicate consistent messages, it is imperative that the Associate Superintendent of Teaching and Learning meet at regularly scheduled times with the Assistant Superintendents.
- A clearly defined set of expectations must be established district wide in relationship to student centered learning.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

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### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
F. Grade level common planning time will provide the opportunity for teachers to collaborate and review student work.	14	X	

#### EXPLANATION:

The student work initiative is the centerpiece of standard based teaching and learning. The collaborative focus of looking at student work results in more rigorous assignments, which are generated from informed feedback. The effort of the student work initiative is a refocus from an isolated work place to a design of collegial critical feedback, discourse, and reflection. The initiative permits teachers to raise questions about the goals and structure of assignments and reveals new insight into student strengths and weaknesses.

In the 1999-2000 school year there was a concerted effort and focus placed upon grade level planning time and opportunities for collaborative review and planning based upon the student work initiative.

The following chart indicates the number of grade level meetings by School Leadership Teams.

	Early Childhood	Revised Curric.	Student Work Initiative	Data Analysis Student Achievement	Writing	CCCS	Algebra	Total
SLT I SCHOOLS	90	1256	2779	1144	1353	1858	25	8505
SLT III SCHOOLS	68	379	489	681	504	1207	7	3335
SLT IV SCHOOLS	90	1020	1064	1103	1348	1817	10	6452
SLT V SCHOOLS	63	1010	840	1032	1010	470	11	4436
TOTALS	311	3665	5172	3960	4215	5352	53	22,728

**MODIFICATIONS:**

- Continue with the training of all personnel on protocols for looking at student work.
- In an effort to meet national standards, raise the bar, and answer the question “How good is good enough?” Cross-site and cross-grade looking at student work must occur.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** . Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### OFFICE of EARLY CHILDHOOD ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. A committee of early childhood teachers will complete the revisions to the Pre-K and Kindergarten curriculum guides to meet the requirements of CCC standards.	<b>15</b>		<b>X</b>

#### **EXPLANATION:**

Pre-Kindergarten Curriculum Guide Committee met throughout the 1999-2000 school year to work on revisions to the guide currently in place. In mid April the "Early Childhood Expectations: Standards of Quality" document was released by the Department of Education. These standards must now be incorporated into the Pre-K guide.

The Kindergarten Curriculum Guide Committee worked throughout the 1999-2000 school year on revisions incorporating recommendations offered by district early childhood teachers as well as resource teachers. These recommendations were based upon practice reflections as well as site observations.

The guide will be aligned to the NJCCCS. It is also imperative to note that the committee has taken considerable effort to incorporate best practices that are developmentally appropriate for the young learner.

#### **MODIFICATIONS:**

- It is essential that disciplines, i.e. mathematics, literacy, science and social studies, collaborate as well as contribute input to the guides. This will allow for the development of a document that incorporates all best practices.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** . Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### OFFICE of EARLY CHILDHOOD ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
	<b>15</b>	<b>X</b>	
B. Expansion of the Bank Street-New Beginnings Project in ten elementary schools (grades K-3) for a total of 112 classrooms (an increase of 13 classrooms).			

**EXPLANATION:**

In an effort to build a strong educational foundation, in early childhood education, over the past three years the district has entered into a collaborative partnership with Bank Street College an institution that has been engaged in years of successful research in the teaching of young children as well as developmentally appropriate practices.

In the 1999-2000 school year there was a successful expansion of the Bank Street New Beginnings Project in 10 schools with an increase to 112 classes. The teachers in the project have received support through a 5 day summer training component as well as weekly (1 day) in-class coaching throughout the school year. In addition to in class support facilitative efforts have focused on off-site visitations, study groups reflecting on current educational literature and grade level meetings for collaborative planning.

Results from an independent study that took place during the 1998-99 school year indicated that children enrolled in Bank Street classes tested higher than students who were not.

The configuration of the classes is as follows:

GRADES											TOTALS
Pre K	PreK Spec. Ed.	K	K Bil.	Trans. K	1 <sup>st</sup>	1 <sup>st</sup> Bil.	2 <sup>nd</sup>	2 <sup>nd</sup> Bil.	3 <sup>rd</sup>	LLD	
4	1	34	1	4	35	1	22	1	7	2	
5		35		4	36		23		7	2	112

**MODIFICATION:**

- In an effort to build capacity, teachers trained in Bank Street practices and philosophy must begin to share expertise with non- Bank Street teachers through collegial focusing on student work initiatives and visitations.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** . Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### OFFICE of EARLY CHILDHOOD ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Expansion of Children's Literacy Initiative (CLI) into approximately 80 first grade classes.	15	X	

#### **EXPLANATION:**

The Children's Literacy Initiative (CLI) is an organization created to provide training, tools, techniques and strategies to teachers so that children are successful in learning to read. The goal is to prevent illiteracy by intervening during children's early years. The critical components focus on reading, writing and authentic assessments.

The Children's Literacy Initiative (CLI) training was provided to 82 first grade teachers in the 1999 summer institute through the Office of Language Arts Literacy and Early Childhood. There were 47 additional staff representing groups i.e. kindergarten teachers, reading recovery teachers, special education teachers, staff developers and building administrators, who attended the training sessions. There were two Saturday follow-up sessions, four hours each and approximately 15 hours of on-site coaching for each participant.

In an effort to sustain the initiative, Principals (as well as some Vice-Principals) were given a full day in-service on the four (4) critical components of the program. The increase in student involvement and performance is indicative of the appropriateness and success of these strategies in developing children's emergent literacy skills, as evidenced by assessment documents i.e. DRAs and checklists.

#### **MODIFICATION:**

- In order to sustain efforts, teachers trained in CLI must remain in grades/classes. Transfers to other grade levels do not allow the building of capacity within the program.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** . Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### OFFICE of EARLY CHILDHOOD ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
D. Resource teachers will provide on-site support to district classrooms and the Newark Early Childhood Collaborative to strengthen the alignment of curriculum, instruction and the CCCS.	<b>15</b>	<b>X</b>	

**EXPLANATION:**

In the 1999-2000 school year there were twelve (12) resource teachers within the Office of Early Childhood designated with the responsibility of providing on-site support focused on strengthening the alignment of curriculum, instruction and the CCCS. This support was provided to Newark Public Schools' classroom teachers, pre-kindergarten to second grade. In addition, support was provided to fifty-seven (57) community based pre-school centers, the Newark Early Childhood Collaborative (NECC), as per Abbott mandates. The centers provide three (3) and four (4) year olds a developmentally appropriate pre-school program and transition programs for continuity of education.

In addition to the resource teachers there are thirteen (13) Bank Street staff developers that provide support to ninety-five (95) pre-Kindergarten through second grade teachers and classrooms.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Complete the revision and alignment of the Language Arts Literacy Curriculum Guides, reflecting the New Jersey Core Curriculum Standards, Literacy Frameworks and an inter-active based instructional emphasis.	17		X

#### EXPLANATION:

Draft versions of comprehensive Curriculum Guides for Language Art/Literacy were developed but not successfully completed for full implementation during 1999-2000 school year. The guides consisted of three distinct documents, K-2, 3-5, and 6-7-8. In the 2000-01 school year, a 9-12 curriculum guide is scheduled for implementation. The drafts were introduced to the schools. The trial implementation allowed for the necessary reflection in practice that would guide direction and purpose for the actual revised writing which is scheduled for undertaking the summer of 2000.

#### MODIFICATIONS:

- It is imperative to analyze assessment data as well as information retrieved from school annual reports to determine direction.
- The curriculum guide must interface with other guides to reflect cross curriculum purpose.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Train administrators and teachers in the use of the revised curriculum guide and provide support necessary for its implementation.	17	X	

#### **EXPLANATION:**

The Office of Language Arts/Literacy provided initial training on the Revised Curriculum Guides (K-8) at the commencement of the 1999-2000 school year. An overview was also provided to building level administration. There were thirty (30) additional training opportunities on the guides provided by the department.

A more site or school specific emphasis on training was initiated at the School Leadership Team level. Resource teachers provided support at grade specific in-service or at grade-level meetings. The literacy staff developers also provided necessary support and reinforcement for implementation at the school level.

It is essential to note that the data collection of 2,953 grade level meetings was global and not content specific in reference to training. It is imperative that this be more closely monitored in the future.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Complete revisions and alignment of grade K-12 curricula consistent with the CCCS and the ESPA/GEPA/HSPA specifications.	18	X	

#### EXPLANATION:

During the 1999-2000 school year Draft Curriculum Guides in Mathematics and Algebra were made available to schools with grades 1-6 and grade 8 respectively. There were also "working documents" developed for grades 6, 7, and 8. These documents are scheduled to undergo revision the summer of 2000 based upon field testing and critical analysis received from grade specific practitioners.

Working documents to support the curriculum guides proved to be beneficial to classroom teachers and were aligned and consistent with the NJCCCS. As a result, the department has decided to provide this document as a fluid, learning document each year. The department will reformulate guides at all grades into "working documents".

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Develop and distribute project-based, problem solving tasks for classroom use focusing on the CCCS and state-mandated test specifications.	<b>18</b>		<b>X</b>

**EXPLANATION:**

Mathematics resource teachers, who serve as liaisons between the Office of Mathematics and the School Leadership Teams, created project-based problem solving tasks throughout the school year for classroom implementation. In an effort to sustain mathematical learning experiences; tasks were also developed (although not consistently) as summer activities for students K-8.

At the school level, through the encouragement and support of resource teachers and site based staff developers, teachers created items as well. Evidence of teacher and student development of multi-step project based problem solving was highlighted at the Newark Public Schools Math Fair. The fair was not only a vehicle for exhibition of exemplary work but, also served as a modeling mechanism for staff development.

**MODIFICATIONS:**

- A systemic development of tasks by a cadre of teachers should be field tested. Elements should have cross-curricular focus.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Administer GEPA Practice Tests to determine strengths and/or needs. Use item/error analysis to analyze students' conceptual misunderstandings and inform teachers' instructional decisions.	18	X	

#### **EXPLANATION:**

There was a formal administration of ESPA and GEPA practice tests for the purpose of determining strengths and weaknesses. The tests were scanned in order to provide pertinent item analysis summaries as well as graphs that represented visual mechanisms that would drive school focus and instructional decisions.

In order to build classroom capacity, training was provided to teachers and staff developers on content, questioning techniques, open-ended questions and rubric development as well as scoring. Building principals and vice-principals were also provided staff development in order to increase their awareness levels in reference to content and mathematical test specifications.

ESPA and GEPA Academies were created to provide hands-on opportunities for practice on sample items. The successful components of the academies were the reciprocal teaching opportunities and student reflection. Teachers were able to glean techniques based upon the conceptual understanding or misunderstanding of the students engaged in the tasks. Students were enabled to review as well as revise efforts based upon constructive feedback.

#### **MODIFICATIONS**

- Although there were ESPA and GEPA Academies designed per SLT, it is imperative that best practices are compiled and interfaced through the entire district plan for the academies.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
D. Conduct three Saturday sessions in the Fall and three in the Spring for high school students to focus on solving and scoring open-ended questions with the use of rubrics.	18	X	

#### EXPLANATION:

In the district there were three (3) Saturday sessions for sixty 11<sup>th</sup> graders held by the Office of Mathematics in the Fall of 1999 - September 18, 1999, September 25, 1999 and October 2, 1999. The sessions focused on problem solving, using calculators and understanding rubrics. The problem solving session focused on content, development of problems, and multi-step problem solving. The session on rubrics was inclusive of creating open-ended questions, judging answers using rubrics and designing rubrics. The final session on calculators was designed to teach students strategies on the utilizing of graphing calculators in practice on sample tasks from the HSPT.

In the spring the format was redesigned. Department Chairpersons held mini sessions at the school level.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### SCIENCE EDUCATION ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
	<b>19</b>	<b>X</b>	
A. Continue the implementation of the District's LASER Science Initiative through the introduction of modular science kits in all Grade K, 3, 4, and 6 classes. Professional development will consist of two days per grade level.			

#### EXPLANATION:

The Office of Science Education initiated the Newark Public Schools' Systemic Science Reform. The science reform program is reflective of the National Science Standards, New Jersey Science Curriculum Framework and the Third International Mathematics and Science Study (TIMSS).

The Office of Science Education successfully completed training in grades Kindergarten (TIER I), 3, 4, and 6 (TIER II) meeting the goal for the second year of the Science Initiative. In an expansion effort grade 1 received training in May and June. Grades 2 and 5 will receive training in July 2000.

Upon the completion of training, kindergarten implemented the first module and grades 3, 4 and 6 implemented 2 modules during 1999-2000. In order to ensure successful implementation of modules at the school level, service to the schools was top priority. The service was inclusive of monitoring and open communication that would address concerns. Availability was essential to all staff at all locations. Daily journals were maintained on school visits as an internal accountability devise. Discourse on improvements are welcomed and shared within the office.

The Office of Science Education offered module training to multiple constituencies as a supportive effort to Science Education. It is also important to note that this effort was inclusive of building administrators, parents and community.

GRADES														
K-8	K-12	K	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	Biology	Principals	Lead Science Teacher	TOTALS
8	2	8	4		6	9	5	6	4	3	1	5	1	61

#### MODIFICATIONS

- Revisit role of Lead Science Teacher and build capacity therein.
- Modules must be delivered to classrooms within two days of receipt at the school site and a close monitoring system must be implemented.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### SCIENCE EDUCATION ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Simulate test situations on the ESPA Science section to provide every elementary school with materials, directions, and training for student activities for grades 3 and 4.	19	X	

#### EXPLANATION:

In an effort to support quality education and increase student achievement, as measured by the ESPA, the Office of Science Education has established test simulations, materials, training, and activities that mirror and support state assessments. Elementary and middle school student assessment rubrics have been incorporated into the science curriculum and aligned with student work. Teachers in grades kindergarten, 3, 4, and 6 received training in active assessments and appropriate assessment methods.

In effort to measure students' knowledge and acquisition of narrative reasoning, written skills in relationship to scientific text, performance measuring as well as the identification of appropriate tools, summative assessments were developed. Data gleaned from the assessments will have a direct impact on science activities created for students with purposeful focus on improving achievement.

The Office of Science Education has developed pre and post modular tests. Daily assessments (more authentic to performance) have been infused within the module activities for diagnosis and prescription.

#### MODIFICATIONS:

- Authentic assessment tools should be implemented and textbook multiple choice discarded or replaced.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### SCIENCE EDUCATION ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Develop a consistent science program in all district high schools that is reflective of the Core Curriculum Content Standards for Science, including the adoption and implement of new Biology textbooks that are aligned with CCCS and the HSPT science requirements	19	X	

#### **EXPLANATION:**

The development of a consistent science program for all district high schools that is reflective of the NJCCCS and aligned to HSPT has been a work in progress during the 1999-2000 school year. It is scheduled for completion in the summer of 2000. The curriculum encompasses General Biology and College Prep/Honors Biology. In developing the curriculum, a multitude of educational resources were referenced and components were infused, i.e. The American Association for the Advancement of Science Guides, which are a set of expectations focusing on science goals while fostering creativity. Also infused are elements of the Workplace Readiness Standards, HSPT course proficiencies as well as multiculturalism. Finally, the guide encompasses an appendix with web sites for teachers as well as students for the purpose of promoting enhancement of instruction of scientific concepts.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### SOCIAL STUDIES/MULTICULTURAL ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Revise and align Social Studies curriculum to reflect New Jersey State Core Content Standards, new Social Studies Frameworks and an activities-based instructional emphasis.	21		X

#### EXPLANATION:

The Office of Social Studies/Multiculturalism is in the process of developing revised curriculum guides. The curriculum guides being developed are divided into four major strands. The first strand is the alignment to themes and context. The themes are derived from The Curriculum Standards for Social Studies, The National Standards for Civics and Government, The National Standards for Economics and The National Standards for Geography.

The second strand is the reference and alignment of the state standards to the theme content standards.

The third strand focuses on activities and examples of work that students should be able to do to meet standard and cumulative progress indicators.

The final strand notes cross-reference content connections with Workplace Readiness and Science World Language. The work is scheduled for completion the summer of 2000 with fall draft implementation.

#### MODIFICATIONS:

- Cross-curricular development of Guides is essential. The infusion of literacy and science is critical to Social Studies.
- It is imperative to define student-centered activities that represent interdisciplinary thematic emphasis.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### SOCIAL STUDIES/MULTICULTURAL ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Provide materials, training and support for implementation of newly adopted social studies series, particularly their cross-curricular and writing support components, to aid in improving student writing and achievement in ESPA, GEPA and HSPT, and to reinforce the series' correlation to the New Jersey State Core Content Standards and Social Studies Frameworks.	<b>21</b>	<b>X</b>	

**EXPLANATION:**

The Office of Social Studies/Multicultural provided training and support for new textbook adoption during the October District Staff Development Day. The breakdown of the staff development was as follows:

•Kindergarten – Grade 3	73 Teachers	McGraw-Hill
•Grades 5-7	51 Teachers	Harcourt Brace
•Grades 8-11	75 Teachers	Prentice Hall

The publishers' were cognizant of the district's focus on writing and interdisciplinary collaboration. The workshops were tailored to address a cross-curricular writing structure.

In addition to textbook adoptions, staff development was provided to grade 6 teachers in "Touchstones Discussion Projects". The project was an interdisciplinary multi-cultural learning skills program, which assisted students in development of thinking, listening, and discussion through excerpts of significant literacy scientific and/or artistic works.

The Office of Social Studies also introduced and supported the implementation of the "We the People" program in grade 5, 8, and 10. The program focuses citizenship education developed by the Center of Civic Education consisting of mock congressional hearings and constitutional issues.

Finally, Character Education was executed in grades 5 and 6. It is imperative to note that the office of literacy implemented and supported this venture in grades K-4.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### VISUAL AND PERFORMING ARTS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Complete revisions and alignment of curricula to the NJCCCS and develop and implement lesson plans using objectives that are consistent and aligned with the CCCS.	<b>22</b>	<b>X</b>	

**EXPLANATION:**

The revised curriculum guides are in the editing process in preparation for implementation for the 2000-01 school year.

Revised curriculum guides were reviewed and analyzed in the Office of Visual and Performing Arts and for alignment, bias, balance, consistency of language and consistency with each visual and performing arts standard and cumulative progress indicator (CPI).

Review and analysis was also employed to ascertain the alignment of the visual and performing arts standards to the appropriate matching of CCCS in language arts literacy, mathematics, social studies, science, health & physical education, world languages, as well as the workplace readiness standards. In each content area alignment review was inclusive of the CPIs.

The lesson plan format for visual and performing arts was redesigned to reflect curriculum alignment and interdisciplinary standards and CPIs. The re-designed lesson plan format is included in the revised curriculum guides.

Revised curriculum guides include sample lessons and a rubric for evaluating lesson plans. Revised curriculum guides are in the editing process in preparation for implementation for the 2000-01SY. Revised and edited curriculum guides feature:

- a. re-design for easier reading
- b. reduction in size to eliminate redundancy
- c. inclusion of ideas and sample lessons to meet the needs of special needs population
- d. scope and sequence charts
- e. cross-content vocabulary
- f. visual and performing arts careers information
- g. technology resources

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### **OFFICE OF HEALTH, PHYSICAL EDUCATION AND AFTER SCHOOL PROGRAMS** **ACTION PLAN**

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Revise the Physical Education Guide, grades K-12, in alignment with the standards.	<b>22</b>	<b>X</b>	

#### **EXPLANATION:**

The Physical Education K-12 Curriculum Guide was revised and distributed to district physical education teachers and department chairs (9-12). District physical education teachers received the draft of the guide during the district's Fall Staff Development Day in October. Accompanying the guide was a description of features, correlation to frameworks and content standards, and instructions on utilization.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### **OFFICE OF HEALTH, PHYSICAL EDUCATION AND AFTER SCHOOL PROGRAMS** **ACTION PLAN**

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Recommend adoption of a K-6 district-wide Health text series.	23	X	

#### **EXPLANATION:**

The newly adopted K-6 Health Text series was selected due to the correlation/alignment to the NJCCCS. In the fall of the 1999-2000 school year health texts and resource materials were distributed to all elementary schools. The staff development for teachers was infused within site visitations (220). The publishers/authors of both text series (K-5; 6) committed to offering staff development on text usage and applications. Both companies will provide these services in the 2000-2001 school year.

Staff development did occur at the School Leadership Team level for principals. The staff development was inclusive of the illustration formats and the applications and components of both the texts and resource kits.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### **OFFICE OF HEALTH, PHYSICAL EDUCATION AND AFTER SCHOOL PROGRAMS** **ACTION PLAN**

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Expand the educational extended day programs, adding more sites in the After School Youth Development Program.	<b>23</b>	<b>X</b>	

#### **EXPLANATION:**

In the 1998-99 school year there were 44 After School Youth Development Programs with approximately 88 teachers. In addition to teachers, there were coordinators and support staff. In the 1999-2000 school year there was an expansion to 62 sites, a 71% increase with 124 teachers and additional support staff.

In addition to the After School Development Program there were Title I enrichment programs, the Century 21 Program, as well as ESPA/GEPA Academies.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### WORLD LANGUAGES ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Expand and implement the World Languages Curriculum Guide and teaching resources to match the New Jersey Standards and Frameworks to incorporate effective research-based language teaching techniques.	<b>24</b>	<b>X</b>	

#### EXPLANATION:

The World Languages Curriculum Guide was expanded to include interdisciplinary units for grades K-4. The new guide focuses on active language use and practice. It is performance based and in alignment with the NJ Core Curriculum Content Standards for World Languages. To support and ensure proper implementation of the guide, all 49 teachers who provide world language instruction were offered in-service workshops in the following areas.

- Standards-based Instruction – 12/1/99
- Language Acquisition – 10/20/99
- Language Teaching Techniques – 10/20/99
- Twenty-seven teachers were in-serviced on interdisciplinary/thematic approaches to World Language teaching – 10/5/99
- A Summer Institute on thematic/interdisciplinary teaching was offered to all teachers

In order to ensure research-based teaching techniques and strategies and to foster greater active communications, a new textbook adoption was implemented at the high school level.

All high school teachers were in-serviced on

- Proper Use of Materials and Texts – 9/8/99
- Teaching Strategies 9/8/99
- Implementation of the Use of Technology in World Language Classes 2/23/2000
- Use of the Internet, Class Zone, and Interactive CD ROMS 2/29/00

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 1:** Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

### WORLD LANGUAGES ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Create interim assessment tools based upon state parameters, for the ESPA, GEPA, and HSPA, when they are released.	35		X

**EXPLANATION:**

New Jersey State World Language fluency assessment guidelines have not been released. Therefore, there are no parameters or indicators to guide us in creating our own interim assessment tools. However, knowing that student assessment should be grounded in authentic, real-life activities that are carried out in the classroom, we have encouraged effective tracking of students progress through the recognition of student work in various forms, including journals and portfolios.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. The mid-year and final assessments for language arts/literacy, mathematics, and science will be reconstructed by the Department of Teaching and Learning to ensure alignment with the New Jersey Core Curriculum Content Standards. These assessments will include cross-curricular content, with an emphasis on writing.	25	X	

#### EXPLANATION:

Recent national trends in assessment show movement towards assessment designs that seek to engage students in the performance of tasks that are challenging, complex and contextualized. The development of these new forms of assessment means that it is now possible to measure reliably and validly, previously under-assessed cognitive processes, such as problem solving, reasoning and conceptual understandings. The NJCCCS and Frameworks have established the basis for the development of the state tests which are reflective of these new assessment designs. Consequently, following suit the mid year and final assessments for language arts/literacy, mathematics, and science have been reconstructed by the Department of Teaching and Learning. The new assessment design of the mid year and final assessments creates the conditions for students to relate cross-curricular content to the real world.

The District's mid-year and final exams were revised to provide real world, cross disciplinary items that required students to communicate their thinking processes in writing. For example, in mathematics all exams included open-ended questions that were scored using an open-ended scoring rubric. In Language Arts, cross disciplinary test items allowed students to demonstrate their literacy skills through the lens of science and social studies.

In the real world, students do not perceive their ability to calculate or judge as isolated subjects with rules and procedures but, as useful and efficient ways to quantify and understand the world. The mid-term and finals, which are based on the new assessment designs, helped pave the road away from the classrooms where the primary focus had been testing for memorization of arithmetic facts and spelling words to active assessments in connected learning. This connection included cross-curricular content, with an emphasis on writing.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. These assessment results will inform and direct instruction. Diagnostic and prescriptive planning will be done by a collaborative team of teachers who will have as their goal the improvement of instruction to meet student needs.	25	X	

#### EXPLANATION:

Students' achievement is powerfully enhanced and enriched when their specific needs are analyzed and addressed appropriately by their teachers. During the 1999-2000 school year, there were approximately four thousand sessions devoted to the analysis of assessment results from the CRAs and the mid-year and final exams. The extent, consistency, and effectiveness of these building level meetings mark a turning point in the district's ability to use student achievement data to inform instruction. Teachers were challenged to review these assessments to:

- Determine the specific skills and content proficiencies to be demonstrated by the students;
- Analyze results to determine patterns of strengths and weaknesses;
- Identify those strategies necessary to help students improve their performance; and,
- Translate those strategies into good instructional and assessment practices on a daily basis.

In addition, the Office of Mathematics developed and implemented the item/error analysis strategy to enable teachers to identify students assumptions about mathematics. Concurrent with the meetings to discuss student results, the teachers across the district participated in the Quality of Student Work Initiative. They reviewed student work using rubrics, which represented a clear departure from judging student work from single set of criteria based on one context. Instead, by diagnostically reviewing students work on the basis of the CCCS, teachers improved their ability to meet student needs and motivate them to higher levels of proficiency.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Classroom instructional and assessment practices will be monitored to increase emphasis on hands-on activities, ensure the continuous focus on student-centered lessons, and improve student performance across the disciplines.	25	X	

#### EXPLANATION:

The monitoring of instructional and assessment practices to ensure teachers are utilizing methodology which is most conducive to in depth learning and increasing test scores was conducted in a variety of ways throughout the District. Responsibility for on-going monitoring of the instructional practices was a joint effort of the State Superintendent and Deputy Superintendent and their respective staffs, which includes the School Leadership Teams and school principals. There was district wide training for these staff members to evaluate teaching practices using multiple assessment tools that are completely congruent with instructional goals, both in content and process

The School Leadership Teams conducted school-monitoring visits on a consistent bi-monthly basis to determine the progress of various aspects of the Newark Public Schools Education Plan. One method of monitoring involved visits to teachers in all the benchmark grades (4,8) utilizing a rubric to determine the congruence of observed teaching practices to the NJCCCS. The observations were analyzed and discussed by the Assistant Superintendent and the school principal. At the conclusion of the visits to all schools, the proficiency level of each teacher was discussed. The principal used the information to inform staff development plans and decisions regarding teacher grade placement.

Another monitoring method involved the use of walk-throughs. This method allowed schools to be given pre-notice concerning the expectations. A review of the school's plan was a part of the preparation for visitations. After the walk-through schools received a written observation report, which was used by them to create action plans to address noted areas in need of improvements.

Review of student work is the essence of another monitoring method. Each month a different component of student writing is reviewed in each school. Student writing samples are collected and the evaluations are the basis of teacher discussions during grade meetings and faculty meetings.

To enrich the monitoring practices, the Office of Teaching and Learning, the SLTs and the schools collaborated to review the effectiveness of the monitoring method used vis a vis students' achievement, as measured by the attainment of benchmarks. Adjustments were made accordingly.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### OFFICE of EARLY CHILDHOOD ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Develop and implement assessment instruments (mid year and end of year) to use as diagnostic tools to inform instruction for readiness level of students.	26	X	

#### **EXPLANATION:**

Piaget asserts a child's intelligence unfolds through her/his own interaction in the environment. Consequently, in order for students to develop cognition, educational experiences which allow them to genuinely explore, predict and estimate, they must be in interactive classrooms that foster growth. To measure that growth, assessments based on rote learning have been replaced by District assessments of student performance aligned to the CCCS. The Office of Teaching and Learning has administered checklists, mid year and finals, as well as administered throughout the school year Developmental Reading Assessments (DRAs) to monitor the growth of individual children, assist teachers in looking at the performance of members of a group to determine whether material under consideration is a good match for them and to help with short and long range planning. The teacher is enabled to plan instruction on the error patterns she finds common to the group and she is able to determine which strategies and cues her children are using. The utilization of the checklists and DRAs has ushered in a more effective means to utilize assessment results to modify instruction.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### OFFICE of EARLY CHILDHOOD ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Assist teachers in the use and interpretation of assessment tools to inform instruction.	26	X	

#### EXPLANATION:

The utilization of the District's Checklists for grades K-1 and the DRAs in grades K-2 has served to develop teachers' proficiency to use the information gleaned from the assessment tools to plan appropriate instruction. The teachers have been able to make instructional decisions about materials and mini lessons that will meet the needs of small groups and or individual students. The information from the checklists and DRAs assists the teacher to reflect upon her own teaching which in turn serves to continually inform her instructional practices. By using the checklists and DRAs, there is no artificial separation between assessment and instruction and work performed by students. Thus, assessment can be viewed as the process of using students' performance to determine their instructional needs and level of independence.

In order to build teacher proficiency to use and interpret assessment results of the checklist and DRAs to inform their instructional practice, a variety of professional development opportunities were offered. The training was offered by the Office of Early Childhood, the SLT's and the elementary schools as indicated below:

#### Professional Development sessions 99-00

Office of Teaching & Learning	45
SLT I	90
SLT III	68
SLT IV	90
SLT V	63
<b>TOTAL</b>	<b>356</b>

In addition the Department of Early Childhood offered the following training during the all day Staff Development days on October 20, 1999 and January 26, 2000

#### ATTENDANCE

Wednesday, October 20, 1999				Wednesday, January 26, 2000			
WORKSHOP	AM	PM	TOTAL	WORKSHOP	AM	PM	TOTAL
Developmentally Appropriate Reading and Writing Experiences in Primary Education	17	13	30	Developmentally Appropriate Reading and Writing Experiences in Primary Education	15	14	29
Math Play: Strategies for Teaching Math Developmentally	14	21	35	Math Play: Strategies for Teaching Math Developmentally	17	17	34
Creating Safe Environments: Emotional	14	9	23	Creating Safe Environments: Emotional	21	21	42
Creating Safe Environments: Physical	18	7	25	Creating Safe Environments: Physical	13	9	22
Intervention Strategies for Classroom Management	16	16	32	Intervention Strategies for Classroom Management	11	<b>Cancelled</b>	11
Integrating Health, Safety and Nutrition Into our Curriculum	18	12	30	Integrating Health, Safety and Nutrition Into our Curriculum	8	4	12

Making Music Magical Across the Preschool Curriculum	19	17	36
The Educational Theory of High Scope-Organizing the Learning Environment	21	20	41
Developing and Teaching Through Thematic Units	22	13	35
Diversity	7	16	23
<b>TOTAL</b>	166	144	310

Making Music Magical Across the Preschool Curriculum	17	27	44
The Educational Theory of High Scope- Organizing the Learning Environment	15	17	32
Developing and Teaching Through Thematic Units	25	9	34
Diversity	6	17	23
	7	10	17
<b>TOTAL</b>	155	145	300

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Develop and provide mid year and final assessments aligned with the CCCS for grades 3-8.	27	X	

#### EXPLANATION:

As part of the District's plan to align curriculum instruction and assessment, the Office of Teaching and Learning created mid-year and end of year assessments for grades 3 – 8. Assessments are criterion – referenced and aligned with classroom instruction which matches the Language Arts and Literacy Core Curriculum Content Standards. These assessments provide students with opportunities to prepare for the rigors of the ESPA and GEPA in the classroom setting.

The results of the mid term and end of year examination (refer to section 1 page 5) indicated significant improvement. The District has offered extensive training opportunities to assist teachers (refer to section 2, Strategy 1 Cross Curriculum Action Plan Description A) to use test data as diagnostic tools to determine students' readiness level to succeed in the ESPA and GEPA.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Develop and provide ESPA and GEPA like Criterion Referenced Assessments in grades 3 & 7.	27	X	

#### EXPLANATION:

The CRAs were developed by the Office of Teaching and Learning to diagnose students' levels of proficiency in grades 3 & 7. The CRAs included ESPA/GEPA tasks which enhanced students' mastery of:

- Organization of writing assignments
- Elaboration and detail in writing tasks
- Analysis of story genre

The CRAs were administered in November 1999 and March 2000 and consequently teachers were able to use the results to diagnose levels of proficiency and plan instruction. This strategy has proven to be very effective in this first year of implementation. The CRAs are focusing teaching and learning in the district on proficiencies of the Core Curriculum Content Standards.

The data provided a great deal of information on various levels. The needs were as varied as the possibilities. As a district, large overwhelming needs were collectively addressed. The focus for 2000-2001 will be to continue addressing those needs while we begin to train staff to personalize the informed use of the data. This must be done by schools and teachers must be trained to allow for this type of informed planning at the classroom level.

This assessment process allowed for identification by the teacher of what was a strength as well as a need, this is critical in the area of literacy because of the process students must use to properly develop the needed skills and demonstrate an ability to use these skills appropriately.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Develop and implement the use of the Tracking Learners' Reading & Writing Across Time System in grades K- 8 as grade appropriate.	27		X

#### **EXPLANATION:**

Multiple assessments using ESPA and GEPA specifications are necessary to diagnose and treat language difficulties before they become insurmountable obstacles. The Office of Language Arts Literacy devised the district's "Tracking Learners' Reading and Writing Across Time" System as a means to enable the classroom teacher to predict student performance on specific areas of the ESPA and GEPA in Language Arts. Items addressed on the District's Tracking System have become major components of classroom instruction.

The DRAs are the most informative primary indicator. The information allows for intervention strategies to be put in place without waiting for later identification of difficulties that would then require remediation."

The Tracking System is designed to provide information on multiple levels. Use of the data allowed staff development to be designed to meet multiple levels of need. Sessions were and are required on the use of strategies that would encourage the needed positive movement based on identified student and staff instructional needs. An example would be the required use of the rubric for scoring, a session for staff must now identify and model strategies for movement from a score of 3 to 4. The strategies would vary in multiple ways based on the identified strengths and weaknesses of the students. This would require skilled development of fluid mini lessons.

The successful implementation of this strategy has led to a closer alignment between the "tested" and the "taught" curriculum. There is a relatively high rate of teacher compliance regarding the use of the tracking system as evidenced by documentation from the Office of Teaching and Learning.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
D. Implement periodic reading & writing assessments that require the use of rubrics for scoring, both by teachers and students, including self-assessment and peer-assessment.	28		X

#### **EXPLANATION:**

This was not implemented this school year because this objective describes one of the culminating strategies students and teachers utilize in the writing process. The District has made definitive moves to prepare students and teachers to utilize rubrics to determine quality of student work as evidenced in the successful implementation of the Quality of Student Work Initiative. The use of rubrics in periodic reading and writing assignments requiring the use of rubrics to self assess and or assess is the next stage and will be vigorously addressed during the 2000-01 school year.

#### **MODIFICATION:**

This district will continue to phase in the implementation plan to ensure teachers will develop relevant reading and writing assignments that will be scored using NJDOE rubrics to self assess and peer assess.

The required use of rubrics for various district assessments and projects established multiple opportunities for staff development that focused on the appropriate use of the data as impacting on instructional planning. The process must be expanded and continuous to enhance the opportunities for positive transfer of this knowledge when students participate in a literacy based activity.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
E. Train teachers to analyze assessment results and use these results as diagnostic tools to inform instruction.	28	X	

#### **EXPLANATION:**

The ability to analyze assessment results enables teacher to do more effective planning and delivery of instruction. This school year there was a total of 3,122 sessions devoted to analyzing assessment results. This is an important trend and signals a district wide movement toward more data – driven decision-making.

The continuation of professional development opportunities will serve to assist teachers to utilize assessment results to better guide students' proficiency.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in Mathematics to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Construct criterion-referenced assessments for administration to grades 2-8 and Algebra I in November 1999 and April 2000.	29	X	

#### EXPLANATION:

The CRAs were developed in mathematics grades 3-8. Uniform criterion referenced assessments offers the best on-going information about a student's' progress. Prior to the 1999-2000 school year, CRTs were constructed by individual schools. The inherent problem in having schools construct their own CRTs is two-fold:

- They were not uniform, consequently the District had no reliable means to determine student growth from one school to another
- The School based CRTs were not aligned to the NJCCS.

To provide the District with uniform and rigorous assessments, the Office of Teaching and Learning developed CRAs in mathematics for grade 3-8 and Algebra. They were administered in November 1999 and March 2000.

The change in the terminology from CRT's to CRAs is a significant one because it reflects movement towards the implementation of the NJCCCS. A criterion-referenced assessment is only as valid as the extent to which it matches the curriculum. Consequently, it is of utmost importance that we continue to let the CCCS be the guide to make explicit the link between curriculum instruction and assessment.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in Mathematics to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Revise mid-year and final examinations for grades 2-12 to align with CCCS and state-mandated test specifications.	29	X	

#### **EXPLANATION:**

Historically mid terms and finals were constructed to measure student achievement based upon mastery of a set of discrete skills. With the advent of the NJCCCS, there was a need to change the assessment to reflect core proficiencies of the state mandated test specifications. To this end the Office of Mathematics revised the mid year and final examinations in grades 2-12. The midyear examinations were used to plan and modify instruction through the item/error analysis process. The results indicate that student achievement as measured by the results of the mid-term and finals, rose significantly from 52.9 (mid term) to 74.2 (final) for a growth of +21.3%.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in Mathematics to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Provide teachers with item/error analysis of criterion-referenced tests and mid year examinations that will relate individual student responses to students' mathematical reasoning.	29	X	

#### EXPLANATION:

This strategy is based on the premise that teachers' instructional decisions are more effective when based on current and accurate data regarding student progress. The item /error analysis of criterion referenced assessments and mid year exams provided teachers with both group and individual students' patterns of errors. The item/error analysis allowed each teacher insight on the learning assumption students make about mathematics. For example, an item/error analysis for the Newark Public Schools Fall Criterion reference assessment for Algebra 1 students is as follows:

4. The table below displays the number of moons for planets in our solar system.

<i>Planet</i>	<i>Number of Moons</i>
Mercury	0
Venus	0
Earth	1
Mars	2
Jupiter	16
Saturn	23
Uranus	15
Neptune	2
Pluto	1

Which choice below approximately represents the mean number of moons in our solar system?

- A. 2                                      B. 7  
C. 9                                      D. 16

Number of Students	Tested objective – Determine the mean of a set of Data	
	a.	Student orders the number of moons correctly but chooses the median to describe the data, not the mean.
	b.*	Correct answer
	c.	Student totals the number of moons correctly but divides by 7 instead of 9 (excludes Mercury and Venus since there are 0 moons).
	d.	Student does not understand how to calculate the mean of a set of data and uses 16 because it occurs in the middle of the list (Jupiter).

The strategy of analyzing the student's reasons for selecting an answer allows both the teacher and the students to gain insights into their basic assumption thereby providing a lens for corrective action. Without the insight allowed by item/error analysis the teacher is relegated to merely indicating a students answer is wrong which does not serve to build students' mathematical proficiency.



## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### SCIENCE EDUCATION ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Revise Secondary Science mid-term and final assessments to reflect performance assessments, higher-order thinking skills and open-ended questions in alignment with the CCCS and HSPA.	<b>30</b>	<b>X</b>	

**EXPLANATION:**

In 1999 the Office of Science Education initiated the Newark Public Schools Systemic Science Reform which is reflective of the National Science Standards, Newark Jersey Curriculum Frameworks and the Third International Mathematics and Science Study. As part of this initiative, the Office of Science Education began the collection of baseline data for longitudinal studies and comparisons of student progress. Analysis of these data will inform instructional practice in the areas of assessment.

The Science mid-term and final assessments were revised to reflect the NJCCCS and aligned to the proficiencies reflected in the Curriculum Frameworks. The following table indicates the results of the administration of the assessments:

Science: % Passing

	Midterm # Tested	Midterm # Passing	Midterm % Passing	Final # Tested	Final # Passing	% Passing	+/-
Comp Science	1914	1428	75%	1877	1422	76%	+1
Biology	1853	1281	69%	1703	1123	66%	-3
Chemistry	656	528	80%	627	431	69%	-11
Physics	217	184	85%	202	165	82%	-3

The results of the assessments formulate the baseline data. The results are indicative.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### SCIENCE EDUCATION ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL YES      NO
B.	30	X

**EXPLANATION:**

Final assessments for grades 3 and 6 were developed and administered during Spring 2000. These assessments were reflective of the ESPA and GEPA Directory of Test Specifications.

The data below reflects the final assessment results:

Baseline Date 2000

Science 3 # Tested	Science 3 # Passing	Science 3 % Passing	Science 6 # Tested	Science 6 # Passing	Science 6 % Passing
2227	1352	61%	1346	659	49%

Of the schools reporting, many students performed better on the performance component of the assessment than on the content component.

**MODIFICATIONS:**

- The midterm assessments will be developed over the course of the summer and fall of 2000.
- The Department of Science in conjunction with the Office of Teaching and Learning, the SLTs and schools will collaborate to discern why the students performed better on the performance component than on the content component. Changes in the instructional program will be made accordingly.
- The Department of Science will conduct a longitudinal study of grades 3 and 5 to measure growth in the same skills and content in measurement.
- The training of teachers must be strengthened in order to better guide students to distinguish our understanding of the concepts for which the activity was intended. School principals must be made an integral part of the improvement efforts.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### SOCIAL STUDIES/MULTICULTURAL ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Revise High School United States History I & II and World History and Cultures mid-term and final examinations to reflect New Jersey State Social Studies Frameworks and New Jersey State Core Curriculum Content Standards	30	X	

#### EXPLANATION:

The High School United States History I & II and World History and Cultures mid term and final examinations were revised to reflect NJCCCS. The results are as follows:

#### Social Studies: % Passing

	Midterm # Tested	Midterm # passing	Midterm % Passing	Final # Tested	Final Passing	% Passing	+/-
World Culture	1790	1289	72.0	*1384	*951	*68.7	-
US History I	1456	1068	73.3	1030	764	74.1	
Us History II	1531	1201	78.4	1017	839	82.49	+

The dissemination of the Frameworks in spring 2000 did not allow the Social Studies committee to align it to the mid term and finals. To rectify this, the final revision will take place during the summer 2000.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### SOCIAL STUDIES/MULTICULTURAL ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Develop Grade 4 and Grade 7 mid term and final examinations which reflect New Jersey State Social Studies Frameworks and New Jersey State Core Curriculum Content Standards	31	X	

**EXPLANATION:**

The grade 4 and grade 7 mid term and final examinations were created and administered to reflect the NJCCCS. The NJ Social Studies Frameworks were received in spring 2000. The examinations will undergo another revision during the summer of 2000 to reflect the Frameworks.

The revision to align the mid-terms and finals to the Social Studies Frameworks will afford teachers a broader cross curricula context and a series of activities created to enrich students' comprehension and understanding.

The grade 4 and grade 7 mid terms and final examinations were administered. The results are as follows:

Social Studies 4 # Tested	Social Studies 4 # Passing	Social Studies 4 % Passing	Social Studies 7 # Tested	Social Studies 7 # Passing	Social Studies 7 % Passing
1779	942	52.95	1205	544	45.14

The implications of the data is multifold:

- There is a need for enhanced communication between the central office of Social Studies, Schools and the SLT's in order to ensure the Social Studies Curriculum is equitably implemented and the schools demonstrating greatest need are provided with maximum support.
- The tier 1 and tier II bilingual students were not afforded the translated assessments or textbooks in their first language. This will be rectified in the 2000-2001 School Year. The measures should improve the test results of the bilingual students.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### VISUAL AND PERFORMING ARTS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Develop and implement district-wide model assessments aligned to the CCCS in grades K – 8, and mid-term and final exams aligned to the CCCS in grades 9 – 12.	32		X

#### **EXPLANATION:**

The development of district wide model assessments aligned to the NJCCCS in the area of Visual and Performing Arts were constructed this past year and are being edited during the summer of 2000. They will be ready for implementation for the 2000-2001 school year.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### **OFFICE OF HEALTH, PHYSICAL EDUCATION AND AFTER SCHOOL PRPOGRAMS** **ACTION PLAN**

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Development and administration of district-wide mid-year and final assessments for all secondary school health courses.	33		X

#### **EXPLANATION:**

The Office of Health and Physical Education began the process of developing mid-term and final examinations for grades 9, 10 and 12. The Grade 11 examinations will be developed during the 2000-2001 school year. The exams developed were aligned with the NJCCS and Frameworks for health and physical education. Essay questions were included on all exams.

All exams will undergo further revision to obtain consistency of design and format as well as adherence to time constraints for test administration. In addition, the writing questions which addressed the standards will require the development of task specific rubrics.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### **OFFICE OF HEALTH, PHYSICAL EDUCATION AND AFTER SCHOOL PRPOGRAMS** **ACTION PLAN**

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Administration of assessments in Foundation program classes for elementary students in the After School Development Program.	33	X	

#### **EXPLANATION:**

The 1999-2000 school year was the first full year implementation of the Foundation Program. The teachers were trained during the commencement of the school year and were monitored on a weekly basis to offer assistance and support. The Foundation Program assessments were administered. The results will determine what can be considered growth as compared to the results of the Foundation Program assessment for the 2000-2001 school year.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### WORLD LANGUAGE ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Initiate a district-wide mid-year and end of year assessment program that measures student success in communicative ability and cultural knowledge of the target language and culture.	34		X

#### EXPLANATION:

This objective was not accomplished during the 1999-2000 school year. The district recognizes that to meet the challenges of the twenty first century our students must be prepared to work in a pluralistic society and a global economy. Therefore, students must be helped to broaden their personal and professional "capital" by giving them the ability to communicate in other languages, and the understanding needed to function in different cultural contexts.

#### MODIFICATION:

- To this end, the District will initiate a District wide mid year and end of year assessment program that will measure student success in communicative ability and the target language scheduled for completion the fall 2000.

In preparation for the initiation of the end of year assessment program, the World Language teachers have been offered thorough in-service training, a full range of topics including:

- Second language instruction
- Thematic approaches to teaching World Languages
- Thematic instruction
- Integrating technology in the instruction of World Language
- Best practices
- TPR story telling
- The use of Rubrics in World Language
- The writing process and portfolios
- A variety of workshops regarding the organizational aspects of implementing World Language
- Use of NJDOE Rubrics adapted for second Language Learners.

The District will be prepared to successfully phase in the instruction of World Language.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 2:** Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and modify instruction to meet student needs.

### WORLD LANGUAGE ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. At the 9-12 level, implement the NJ DOE Writing rubrics with emphasis on the target language learning.	34	X	

#### **EXPLANATION:**

As evidenced by School Leadership Team II review of the principals' monthly reports and the Bilingual Department documentation, staff development on rubrics and writing tasks was implemented during monthly faculty and department chairpersons' meetings as well as during the four district staff development days.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN 35	SUCCESSFUL	
		YES	NO
A. Every subject will be taught with writing as a critical component of the instructional objectives and strategies. The New Jersey Department of Education writing rubrics will be taught to every teacher and administrator in the district. Those who are proficient will be able to model their abilities for their colleagues. In this way, every professional in the district will be able to incorporate the writing rubrics in all lessons and cross-curricular activities.		<b>X</b>	

### EXPLANATION:

The main focus of this strategy during the first year of implementation of the Education Plan has been threefold:

- to ensure that students are writing throughout the school day, particularly informal speculative writing to promote learning in the core academic areas;
- to ensure that teachers use the writing process to assist students in developing a range of strategies for generating formal pieces of writing that will be assessed using New Jersey DOE writing rubrics; and,
- to support the District's Quality of Student Work Initiative which focuses teachers and administrators in school buildings on the degree to which students work demonstrates the standards. Based on data received from the Assistant Superintendents of the School Leadership Teams, principals across the district reported that 85% of all teaching staff utilize writing as a critical component of classroom instruction.

Additionally, the Department of Teaching and Learning and the School Leadership Teams reported that 65% of all staff development meetings conducted throughout the year addressed data analysis specific to the implementation of a district wide writing program and the use of rubrics. All district administrators, Teaching and Learning Staff, and Staff developers assigned to the schools, received two full days of training on using rubrics to analyze student work. This training was completed by February 2000. This district wide staff development focus on the use of rubrics and the consistent implementation of Quality of Student Work committees at building levels made explicit the expectation that building principals, Assistant Superintendents, Directors, and staff developers were responsible for the full implementation of the use of rubrics in all classrooms across the district.

Thus concurrent with training in the use of rubrics, the District moved aggressively to institutionalize the Quality of Student Work Initiative that had been inconsistently implemented throughout the district during the 1998-1999 school year. The purpose of this initiative was to have teachers by grade level meet collaboratively throughout the school year to reflect on their instructional practices. The conversations were expected to focus on how their assignments/tasks relate to the Core Curriculum Content Standards, and most importantly, conversations were to focus on the quality of student work being examined. As a result of these meetings teachers were to recommend interventions needed to help students achieve the standards. The workshops thus provided an excellent vehicle to train district educators in the necessary protocols for looking at student work. As a result of successfully accomplishing this activity, 93% of all classroom teachers across the district maintain student-writing folders.

## TABLE OF INDICATORS

<b>STRATEGY 3: Implement</b> a writing program at all grades and in all content areas utilizing the New jersey DOE writing rubrics.				
	<i>% of staff dev. meetings specific to implementation of district wide writing program</i>	<i>% of teachers whose lesson plans utilize writing as critical components</i>	<i>% of classes that maintain writing folders scored with rubrics</i>	<i>% of teacher observations that focused on writing</i>
<b>SLT I</b>	<b>75%</b>	<b>85%</b>	<b>90%</b>	<b>70%</b>
<b>SLT II</b>	<b>67%</b>	<b>95%</b>	<b>95%</b>	<b>80%</b>
<b>SLT III</b>	<b>81%</b>	<b>85%</b>	<b>96.3%</b>	<b>60.7%</b>
<b>SLT IV</b>	<b>70%</b>	<b>84%</b>	<b>92%</b>	<b>67%</b>
<b>SLT V</b>	<b>71%</b>	<b>90%</b>	<b>90%</b>	<b>81%</b>

\*The above data was extrapolated and compiled from principals' final reports.

### MODIFICATIONS:

To capitalize on the success of this strategic objective, the following modifications will be implemented to ensure that the district's efforts become sustainable:

- Formulate a standardized model of the District's Writing Program across all disciplines by developing a Writing Guide K-12. A committee made up of a cross section of distinguished teachers under the leadership of the Associate Superintendent for Teaching and Learning will be charged with the responsibility of developing this guide.
- Develop and administer an assessment instrument for teachers to identify teacher proficiency with using rubrics before and after staff development efforts. Responsibility for the development of this tool would be assigned to the Director of Staff Development.
- Celebrate student writing throughout the district by exhibiting student writing in each School Leadership Team to identify and recognize successful writers and provide a vehicle to publish student writing to a larger audience. This task will be the responsibility of each Assistant Superintendent.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. The holistic scoring and open-ended writing rubrics will be implemented in age-appropriate strategies for all grade levels. The teachers and administrators will incorporate these into each subject area within the Whole School Reform Model.	35		<b>X</b>

**EXPLANATION:**

This activity was not fully implemented district wide. While all teachers were in-serviced on the use of the New Jersey DOE rubrics, the district did not fully commit the resources and the technical assistance necessary to train teachers in utilizing the holistic scoring and open-ended rubrics in age appropriate strategies. Teachers throughout the district need further opportunities to learn how to describe in writing their expectations for students' work and achievement in ways that students can understand and utilize. The overall district wide training in utilizing the NJDOE rubrics has created an emerging new infrastructure to support a standards-based system. There needs to be a second phase of training and the creation of curriculum materials to successfully implement this activity next school year.

**MODIFICATIONS:**

Following are the modifications that will be implemented to ensure that the district successfully meets this strategic objective:

- District wide development of rubrics on which to judge student classroom performance on standards-based work. Responsibility for this task will be the Associate Superintendent for Teaching and Learning.
- Collection and dissemination of student work exhibiting characteristics of exceeding standards as anchor papers which can be used to further clarify the characteristics, and help define the written rubrics. Responsibility for this task will be the Associate Superintendent for Teaching and Learning.
- District wide opportunities for teachers to score work samples in the content areas. Responsibility for this task will be the Associate Superintendent for Teaching and Learning.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. There will be regularly scheduled meetings with the secondary department chairpersons to develop interdisciplinary assignments and staff development sessions that address the HSPT (i.e., open-ended questions, writing tasks in the content areas, lab reports, etc.)	35		<b>X</b>

#### EXPLANATION:

The premise behind this objective lies in the belief that interdisciplinary assignments allow students to make connections that enhance their learning experience, address all learning styles and allow students to express themselves in a variety of ways. In addition, these assignments encourage critical thinking because students have to examine, synthesize, and evaluate information from a wide range of sources. Most importantly, this formalized collaboration makes each faculty member more aware of the educational goals of each department and of the school as whole and fosters a greater sense of community. Success is implicit in the interdisciplinary process because both individuality and commonality are recognized and encouraged. This strategic activity was successful based on the following indicators:

- School Leadership Team II, the Department of Teaching and Learning and the Office of Instructional Staff Development conducted monthly workshops from August to December for all department chairpersons. The focus of these workshops was on the implementation of the Education Plan, the role of the department chairs as instructional leaders, and the use of the NJ DOE rubrics and the creation of teacher and student-made rubrics for assessment.
- School administrators and department chairpersons monitored the use of rubrics in classroom instruction and assessment.
- From January to May, the National Urban Alliance conducted five large group workshops for department chairpersons. The focus was the implementation of writing strategies across the content areas.
- School Leadership Team II conducted school wide assessments at which time monitoring of student writing folders was done. All schools were in compliance with this directive.
- Students at all high schools were provided with opportunities to review their peers' writing. Some teachers were able to publish student work through a collaborative effort with the technology and graphic arts departments.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
D. A writing folder will be maintained by every student in every subject, containing samples of personally scored writing tasks representative of the full spectrum of scores (from 1 to 6).	35		X

#### EXPLANATION:

This objective was successfully accomplished. Approximately 94% of all students across the district maintained writing folders containing work samples scored both by the student and the teacher. This accomplishment represents a significant milestone in that it demonstrates school wide and district wide agreement that writing is an important tool for learning in all subject areas. To be better writers students must write often and be given the opportunity to review their written work. The writing folders enabled most of the district's students to keep a record of what they had written and to observe the changes in their writing over time. In addition, these folders served to encourage students to become more conscious observers of their work in relation to the standards. Additionally, this objective was helpful in encouraging LEP students who have not yet attained facility with "basic English", but who have attained facility with the basic features of their language, to learn about and make use of the stages in the writing process.

Another significant implication from the district's success with writing folders is the relative ease with which portfolio assessments can be piloted in selected classroom across the district.

#### MODIFICATIONS:

Following are the modifications that will be implemented to ensure that the district continues to utilize this strategic objective to improve student achievement:

- Establish district guidelines for the collection, maintenance, and evaluation of student folders. Responsibility for this task will be the Associate Superintendent for Teaching and Learning.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
E. Students in all content areas will be provided with the opportunity to engage in writing peer-review activities.	35		<b>X</b>

**EXPLANATION:**

This strategic objective was inconsistently implemented across the district a Peer group work is, by definition, a totally student-centered activity. The teacher plays the role of guide and advisor as he/she plans, encourages, and observes the processes of each group and its members. Consequently, success in providing students with the opportunity to engage in writing peer review activities is largely dependent on providing professional development for teachers. The Office of Teaching and Learning reported that the technical assistance needed to build teacher capacity in this area was provided in response to direct requests from individual schools. In early fall the district did provide in-service training for all staff developers who were then expected to turnkey this training at grade level meetings. The implementation of this strategy was to be monitored through lesson plans , student folders, and teacher observation.

As evidenced by reviews of the monthly reports, final reports, and SLT monitoring log of visitations. There was evidence to show that the practice of providing opportunities for peer review activities was well established in approximately 15% of the classrooms in elementary schools across the district. These classrooms were generally those in which an external consultant provided classroom based support that extended over time, and/or the school utilized block scheduling which allowed for in-depth peer review.

On the secondary level successful implementation occurred as a result of the sustained staff development efforts of the National Urban Alliance for Effective Teaching. With the district focus on writing, the secondary schools entered into a contract with the National Urban Alliance to provide their schools with the necessary staff development to bring about change in how writing is taught on the high school level. NUA consultants provided large group workshops in effective teaching methodology as well as classroom based support. Additionally, schools prepared action plans for writing based on their identified needs. Documentation on the implementation of the schools' writing across the discipline initiative was scrupulously maintained via a school notebook/portfolio. This collection of artifacts included sample lesson plans, student work samples, evidence of student work that showed revision and editing, using the peer review model, open-ended responses, and teacher and student developed rubrics across the disciplines. School notebooks will provide baseline data to guide the professional development activities for the next school year.

This structured approach to staff development provided by NUA, coupled with data collection serves as an exemplary model for the elementary schools to follow.

**MODIFICATIONS:**

Ensure that the schools are provided with the proposed District's Writing Guide K-12 and ongoing staff development to facilitate a more consistent implementation of peer review of student work.

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## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
F. Saturday academies, and before and after school programs, will be established across the district for students in grades 4, 8 and 11.	35		<b>X</b>

**EXPLANATION:**

The district successfully met the above-mentioned objective through the combined efforts of the After School Youth Development Program and individual school-based before and after school programs and Saturday Academies.

The district funded After School Youth Development operated out of 62 sites around the district and served over 7,500 students and utilized the services of approximately 150 teachers. There were GEPA and HSPT preparation programs in the After School program.

- **GEPA PROGRAM** – The GEPA Program is designed to prepare eighth grade students for the GEPA. Teachers were in-serviced prior to the beginning of the program. A curriculum was provided for Literacy and Mathematics that was written to accompany the books that were purchased specifically for this program. This program provides students with test taking strategies; allowed students to see similar questions to those they will see on the GEPA; and, gave students many opportunities to write in journals by responding to open-ended math and literacy questions, essays, and revision and editing tasks.

There were approximately 40 schools participating in this program. The average attendance was 35 students per day/per school.

- **HSPT PREPARATION** – This program was offered to students who take the HSPT during the April administration of the test. The program also had a curriculum that was written to accompany the books purchased for this program. This program offered students 36 hours of small group instruction. Students received instruction in Reading, Math and Writing. Test-taking strategies were also part of this program.
- **ESPA PREPARATION** – The extended day component for ESPA preparation focused on the use of the Star Ledger as the living curriculum to teach students the ESPA proficiencies. There were 40 sites involved in this project.

**MODIFICATIONS:**

- The district will provide more consistent monitoring of the After School Youth Development Program as well as the school-based ESPA/GEPA/HSPT Academies. These programs will be scheduled for ongoing monitoring visits.
- The district will track the impact of the after school and Saturday Academies by comparing the achievement data of the participating students with that of comparable students who did not make use of this intervention.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### OFFICE of EARLY CHILDHOOD ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Require teachers to increase writing opportunities and to use the DOE writing rubrics for scoring writing samples in grades K, 1 and 2.	36	<b>X</b>	

**EXPLANATION:**

The Early Childhood Program continues to be a centerpiece in our efforts to improve education in Newark Public Schools. Student performance in the early grades is measured by a Mathematics and Language Arts /Literacy Skills Mastery Checklist developed by the district and administered by a student's teacher. Mastery of writing skills is assessed through the use of the district's tracking system: *"Tracking Learners' Reading and Writing Growth Across Time"*. This system tracks writing development through the use of different measurements. One of these measurements is students' response to picture prompts that is scored using the NJDOE Primary Scoring Rubric. The rubric measures four areas: Language Level, Message Quality, Directionality, and Spelling and Usage. Each area is assessed individually with specific instructional implications based on the results of each area. Specific staff development geared to increasing teacher proficiency in the utilization of the DOE Primary Writing Rubric for scoring student work has been provided for all district teachers of Early Childhood consistently for the last two years. These efforts have resulted in a sustained upward trend in student's writing proficiency as demonstrated by the aggregate performance in the Early Childhood Assessments.

There are other concurrent initiatives that contribute to sustainable growth in the early grades. The *Quality of Student Work Initiative* has served to assist teachers in diagnosing and prescribing strategies to improve writing. The implementation of the Character Education Curriculum provided teachers with another approach to engage Newark's youngest learners in the use of specific writing strategies and the use of the DOE writing rubrics. In addition, special attention has been given to the development of writing in second language learners. Intensive staff development for bilingual and ESL teachers in the use and implementation of the DOE writing rubrics was provided. Finally, the emphasis on balanced literacy through the Children's Literacy Initiative is demonstrates consistent results from classroom to classroom as evidenced by the teacher observation, monitoring visits and test data.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Develop and distribute handbook that will familiarize students and staff with the format and types of questions found on ESPA, GEPA and HSPT.	37	<b>X</b>	

#### **EXPLANATION:**

The Office of Language Arts Literacy developed and distributed handbooks to familiarize students and staff with the format and types of questions found on ESPA, GEPA, and HSPT to enable teachers to plan and focus instruction. These publications provided the educators of the Newark Public Schools with important information about these assessments and served as a frame of reference in the district. Specifically, the handbooks list the discrete skills that are assessed; describes each portion of the tests and details how students will be scored; includes all scoring rubrics and prompts, and discusses the challenges associated with each task.

#### **MODIFICATION:**

- Update the handbooks to reflect the NJDOE's recent changes in the ESPA and GEPA.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Establish <b>Pacesetter</b> , English classes in nine high schools.	37	<b>X</b>	

#### **EXPLANATION:**

The district successfully implemented the College Board's Pacesetter Program in nine high schools: Arts, Barringer, East Side, Science, Malcolm X Shabazz, Technology, University, Weequahic, and West Side. A total of ten (10) teachers and 350 students were involved in the program that provides a foundation for the Advanced Placement program in the senior year. The program consists of junior honors high school courses using principles of ongoing performance testing and portfolios, that provide challenging and engaging alternatives to the traditional curriculum. The English course materials emphasize the use of a variety of texts in writing and other media, to identify and understand different "voices" and the culture they represent. An independent study of the Pacesetter Program found that students' reading and writing skills improved significantly as measured by NAEP reading tests and student essay writing on an AP exam. Pacesetter teachers were trained during the summer of 1999 and materials were provided to launch the program. Students were administered the national assessment and these tests were sent to the College Board for scoring. Teachers will use these results as baseline data to measure the strengths and weaknesses of their instructional program. These data will then be used in planning next year's program.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Incorporate honors English programs in ten high schools.	37		<b>X</b>

#### **EXPLANATION:**

The district believes that all high school students, not just all the magnet schools should have access to honors and Advanced Placement courses. In the 1998-99 school year, the district gradually re-introduced these courses at all high schools, providing staff development to ensure that teachers have the necessary skills to teach them.

This year marks the successful implementation of Honors courses at: Arts, Barringer, East Side, Science, Malcolm X Shabazz, Technology, University, Weequahic, and West Side. This represents another significant milestone for the Newark Public Schools. In national studies, most secondary schools have reported that when they introduce honors courses, the work of the entire institution is positively affected. The implementation of rigorous honors courses for able students sets a standard of performance, which invariably affects the content and teaching in other courses. Other benefits include increased cognitive and personal development for these students who link their academic success to their personal development and maturity. In sum, having the honors English courses in the secondary schools in the district will help raise the standards of education through the entire system by providing incentives, goals and models to younger students. The district will continue to conduct guidance audits to determine the academic performance of students enrolled in honors English classes using indicators such as performance on the HSPT, SAT, and grade mark analysis.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
D. Begin supplementary opportunities for students to engage in the writing process. Implement weekend/ long -term assignments to strengthen and maintain student proficiency.	37		<b>X</b>

#### **EXPLANATION:**

The district has begun to provide students with supplementary opportunities to engage in the writing process through the extended day programs, which serve approximately 7,500 students across the district and homework assignments. Through the thematic and enrichment based on “Foundations” and “Voyager” programs, students explore the stages of the writing process. Students develop formal pieces of writing from ideas gathered from the challenging readings that they encounter in the extended day. While the district was successful in initiating the writing process methodology in its after school programs, the creation of weekend/long-term assignments to strengthen and maintain student writing and thinking proficiency was not implemented during the school year.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
E. Begin supplementary opportunities for students to engage in CCCS and grade proficiencies. Provide Saturday Academy for students to focus on reading & writing skills.	37		<b>X</b>

**EXPLANATION:**

This item was successfully implemented. See response to Cross Curricular Action Plan, page 73, Description F.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
F. Begin supplementary opportunities for students to engage in higher level thinking skill activities and advanced proficiencies. Provide prep/review for PSAT / SAT testing.	37	<b>X</b>	

**EXPLANATION:**

Given the fact that a student's SAT score is likely to increase the more often he/she takes that exam, the district began the PSAT Prep Program for eighth, ninth, and tenth grade students in the district. Over 2,643 students were given an early start in preparing for the SAT through district sponsored PSAT Preparation classes that took place prior to the October 1999 administration of the test. Elementary and Middle School counselors held parent and student sessions on the importance of taking the SAT, starting in grades seven and eight. Students were encouraged to attend the preparation classes.

The district also provided additional opportunities for students to build the skills and proficiency needed for success on the SAT through a 36-hour SAT Preparation Program offered at 10 sites across the district. The scores for this year's testing will be received in the early fall.

The PSAT Initiative, coordinated by the Office of Gifted and Talented Education, proved successful in its first year of implementation. A total of 2517 grade 8 students representing 38 schools across the district were prepped for the PSAT's which were administered in October 1999. Scores were sent to the high school to enable guidance councilors to facilitate student placement.

#### CHART OF STUDENT PERFORMANCE ON THE PSAT October 1999

GRADE	VERBAL		MATH		WRITING		TOTAL	
	N	Mean	N	Mean	N	Mean	N	Mean
0	21	27.0	21	28.6	21	33.5	21	89.0
7	1	22.0	1	29.0	1	28.0	1	79.0
8	2517	28.3	2515	31.6	2487	34.7	2486	94.7
9	20	35.0	20	37.6	20	40.8	20	113.3
10	18	41.6	18	45.8	18	46.4	18	133.8
11	65	44.0	65	46.9	65	44.7	65	135.6
12	1	30.0	1	20.0	1	27.0	1	77.0
<b>ALL</b>	<b>2643</b>	<b>28.8</b>	<b>2641</b>	<b>32.1</b>	<b>2613</b>	<b>35.1</b>	<b>2612</b>	<b>96.0</b>

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
G. Require all students read a minimum of 4 “age appropriate” novels per year in addition to regular reading assignments and engage in response activities (e.g. literature circles, writing prompts, enrichment projects) using CCCS and NJDOE rubrics in the assessment process.	37		<b>X</b>

#### EXPLANATION:

This item was not implemented successfully during the 1999-2000 school year. Even though the district had an infrastructure in place to support the requirement that all students read a minimum of four age appropriate novels per year in addition to their regular reading assignments, data on the actual numbers of books read remain elusive. All schools have the materials in place to support this practice and to embed it in the culture of their buildings. The McDougal Littell textbook series for grades seven and eight were purchased with classroom libraries to supplement the basal readers. The Social Studies “Character Education Program” geared to students in grades five and six is supported by a rich assortment of supplementary reading materials. The students in the early grades have multiple opportunities to read widely and deeply from the libraries that support both the Character Education Program and the Children’s Literacy Initiative. Staff development opportunities were provided for teachers in implementing literature circles and devising writing prompts and enrichment activities to support the reading program. There was inadequate monitoring of this activity across the district as well as an absence of the structure needed to hold students accountable for meeting this minimum standard.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Provide teachers with training/review in the use of NJDOE holistic writing and open-ended scoring rubrics.	39	X	

#### **EXPLANATION:**

Through out the district writing in Mathematics was addressed in a variety of training sessions.

- All mathematics staff developers were trained in *Student Work Initiative* over a period of three days. The NJCCCS were used to develop writing tasks and open ended questions that were assessed with the NJDOE holistic scoring guide.
- Staff developers were trained by the mathematics department in the scoring of open-ended questions using the NJHSR.
- Approximately 60% of grade level meetings provided instruction and support to teachers in:
  - A. The creation of tasks and open ended questions aligned to NJCCCS
  - B. Developing child friendly rubrics aligned to NJDOE scoring rubrics
  - C. Scoring student work
  - D. Assessing and analyzing the instructional needs of the students
- Samples of student work were reviewed, scored and maintained in folders.
- Approximately 50% of the classrooms displayed student work along with the scoring rubrics to ensure alignment of task to rubric and NJCCCS.
- Approximately 65% of formal and informal observations were conducted by administrators to monitor alignment of NJCCCS in the writing assignments, use of rubrics, student opportunities to create and score open ended questions and posted evidence of student work.
- High degree of teacher compliance as evidenced by SLT walkthroughs, review of lesson plans, monthly reports and final reports.

**MODIFICATIONS:**

The district is moving towards full attainment of this goal and will continue to provide opportunities for training in the use of the NJDOE holistic writing and open-ended scoring rubrics.

There is a strong need for intensive staff development in mathematics content to ensure quality instruction which in turn will result in well developed tasks and open ended questions, clearly aligned rubrics and more discourse and analysis of student work.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Each teacher will require content-relevant reading and writing assignments that will be scored using the NJDOE rubrics and subject to peer review.	39		<b>X</b>

**EXPLANATION:**

This objective was not implemented during the 1999-2000 school year and needs to be included as part district's thrust so that the activity is embedded in the culture of the district. A successful model for how this activity can help students reach the standards is the district's math fair. All students in the district are required to research a topic and create a project to demonstrate their findings. A major part of this project is a written piece that provides an explanation of their presentation.

As this is the beginning of infusing writing across the curriculum, the major emphasis in mathematics has been to have the student respond to open ended questions and performance tasks. Concentration has been on the creation of quality tasks and questions both by the teacher and the students. Along with creation of tasks the students also developed rubrics aligned to the NJCCCS to assess their work.

**Modifications**

The district will phase in an implementation plan to ensure that teachers will develop content relevant reading and writing assignments that will be scored using the NJDOE rubrics and subject to peer review. This implementation plan will provide staff development to targeted grades in curriculum development, the use of NJDOE rubrics, creation of rubrics aligned to NJCCCS, evaluative techniques, and data collection and analysis.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### SCIENCE EDUCATION ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Train teachers in the use of NJDOE holistic writing and open-ended scoring rubrics.	40	X	

**EXPLANATION:**

This strategic objective was implemented successfully through district training opportunities in science that included a focus on the development of writing and reading in the context of the subject area. The "Writing through Science" workshops provided teachers with preparation in scoring content based work using the NJDOE holistic writing and opened rubrics.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### SCIENCE EDUCATION ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Each teacher will require content relevant reading and writing assignments that will be scored using the NJDOE rubrics and subject to self and peer review.	40		X

#### **EXPLANATION:**

This item was not implemented in the 1999-2000 school year. Content relevant reading and writing assignments that will be scored using the NJDOE rubrics will be developed and included as part of the district's planned revision efforts. These assignments will be interdisciplinary in nature and developed in collaboration with the Office of Language Arts Literacy.

#### **MODIFICATIONS:**

The district will also phase in an implementation plan to ensure that teachers utilize content relevant reading and writing assignments that will be scored using the NJDOE rubrics and subject to peer review. This implementation plan will provide staff development to targeted grades in curriculum development, the use of NJDOE rubrics, creation of rubrics aligned to NJCCCS, evaluative techniques, and data collection and analysis.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### SOCIAL STUDIES/MULTICULTURAL ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Provide district and school level in-service in utilizing technology including that provided as part of new adoptions and use of the Internet to support writing through the newly adopted social studies series.	41		X

#### **EXPLANATION:**

There was substantial movement towards meeting this objective through the district wide training opportunities that were provided as part of the new textbook adoptions. These workshops were presented to teachers during the district wide Staff Development Day. The guiding principle underlying the training provided support for the district's focus on writing through the use of technology. The workshops demonstrated uses of appropriate technologies to encourage students to access, produce, and disseminate information. It is expected that there will be more effective presentation of the content when it is taught in conjunction with technology. For example, as a result of the training students will have the capabilities to gather information using CD-ROM and laser disc databases as well as being able to download information from the Internet, and publish multi-page printed documents including text and graphics. However, competing district wide staff development priorities hampered the sustainability of the training. Consequently, the necessary follow-up was sporadic. It is expected in the next school year that training schedules will be arranged to maximize follow-up opportunities.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### SOCIAL STUDIES/MULTICULTURAL ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Provide secondary social studies teachers with training/review during department meetings and through classroom visits in the use of NJDOE holistic writing and open-ended rubrics.	41	X	

#### EXPLANATION:

Based on the premise that the use of the state writing rubrics within the social studies context will strengthen student understanding of the elements of effective writing as well as promoting deeper knowledge of content material, the Office of Social Studies moved consistently to support training for secondary Social Studies teachers in utilizing the NJDOE writing rubrics. The training took place during department meetings and at district-wide staff development sessions geared to implementing writing in the content areas through the use of the new Social Studies adoption. The department chairpersons, principals and the Office of Social Studies were responsible for monitoring lesson plans. Additionally, student writing folders were examined to confirm inclusion of student use of rubrics in the evaluation of their own work. There was substantial compliance on the part of the teachers. This enterprise was supported by the concurrent implementation of the NUA program in the secondary schools. The Office of Social Studies also introduced the NJDOE Social Studies rubric as part of the district-wide assessment process to provide greater congruence between curriculum, instruction and assessment.

#### MODIFICATION:

- Increase school visitation by supervisors

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### SOCIAL STUDIES/MULTICULTURAL ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Require student writing activities as an ongoing part of social studies content instruction at all grade levels to increase/raise the quality and quantity of student writing experiences.	42	X	

#### **EXPLANATION:**

This objective embodies the expectation that students will be given increased opportunities to use writing as a powerful tool for thinking, learning and creating. This expectation was realized during the school year as teachers become familiar with the content of the new Social Studies textbooks. The new Social Studies series were chosen in part, because of their emphasis on non-textbook driven writing activities, including use of technology such as "The Amazing Writing Machine" CD-ROM. The textbook series also focused on the use of primary source materials and expanded activities designed to evoke interest in most students and elicit meaningful writing assignments. For example, students were given writing assignments in response to census records, passenger arrival lists for ports of entry, immigration and naturalization records, personal diaries, and photographs. The Office also worked closely with resources such as New Jersey Historical Society and the Newark Museum in developing writing activities using artifacts and models.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### VISUAL AND PERFORMING ARTS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Teacher will provide Visual and Performing Arts students training/review in the use of NJDOE holistic writing and open-ended scoring rubrics.	43	X	

#### **EXPLANATION:**

As part of the district's writing focus, the Office of Visual and Performing Arts provided school based training in practical suggestions for integrating writing into the visual and performing arts program. A written handout of these strategies was disseminated to ensure consistency, and ease of implementation by classroom teachers. The strategies were age and grade appropriate and reflected alignment with the NJCCCS. For example, grade 8 students who are required to complete the persuasive essay on the Language Arts section of the GEPA, are asked to write persuasive essays in Visual Arts where they assume the persona of an "art consultant" whose intent is to sell an art work to a prospective client. The students at all grade levels explored writing assignments related to the principles of design i.e. rhythm, contrast, emphasis, balance, and unity. This also provided teachers with a wonderful opportunity to show students that good writing, like art, conforms to these formal properties. During site visits, student writing samples were reviewed and teachers were provided with feedback.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### VISUAL AND PERFORMING ARTS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Teacher will assign a minimum of two content relevant reading and writing assignments that will be scored using the NJDOE rubrics and subject to peer review.	43		<b>X</b>

#### **EXPLANATION:**

This item was not fully implemented during the 1999-2000 school year. Relevant content area reading and writing activities that will be scored using the NJDOE rubrics will be developed for implementation next year. The Office of Visual and Performing Arts, in conjunction with the Office of Language Arts and Literacy, will develop appropriate curricular materials and provide the necessary staff development opportunities for teachers across the district.

#### **MODIFICATIONS:**

The district will develop an implementation plan to ensure that teachers integrate the content relevant reading and writing assignments into their existing curriculum and that student work is scored using the NJDOE rubrics and also subject to peer review. The implementation plan will address the staff development for targeted grades, evaluative techniques, and data collection and analysis.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### OFFICE OF HEALTH, PHYSICAL EDUCATION AND AFTER SCHOOL PROGRAMS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Train teachers in the use of NJDOE holistic writing and open-ended scoring rubrics.	44	X	

#### **EXPLANATION:**

Teachers across subject areas received training in the use of the NJDOE holistic writing and open-ended scoring rubrics as part of the district focus on writing. At the October 20<sup>th</sup> Staff Development Day, all Health and Physical Education teachers received staff development from a consultant from Montclair State University. The workshop clarified the expectation that writing would be an integral component of all health and physical education classes. Health and physical education teachers received additional training when teachers at the school sites were trained. High school teachers were a part of the NUA collaboration. Moreover, the expectations were to make explicit that writing would be a component of the individual student performance assessment. Writing samples were collected from the schools and scored using the NJDOE scoring rubrics.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### OFFICE OF HEALTH, PHYSICAL EDUCATION AND AFTER SCHOOL PROGRAMS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Each teacher will require content relevant reading and writing assignments that will be scored using the NJDOE rubrics and subject to self and peer review.	44		X

#### EXPLANATION:

This item was not fully implemented during the 1999-2000 school year. Relevant content area reading and writing activities that will be scored using the NJDOE rubrics will be developed for implementation next year. The Office of Health, and Physical Education in conjunction with the Office of Language Arts and Literacy will develop appropriate curricular materials and provide the necessary staff development opportunities for teachers across the district.

#### MODIFICATIONS:

The district will develop an implementation plan to ensure that teachers integrate the content relevant reading and writing assignments into their existing curriculum and that student work is scored using the NJDOE rubrics and also subject to peer review. The implementation plan will address the staff development for targeted grades, evaluative techniques, and data collection and analysis.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 3:** Implement a writing program at all grades and in all content areas utilizing the New Jersey DOE writing rubrics.

### WORLD LANGUAGE ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Develop and implement an adapted rubric for second language learners, grades 9-12.	45	<b>X</b>	

#### **EXPLANATION:**

As part of the revision and alignment of the ESL curriculum, the Office of Bilingual Education developed and implemented the use of adapted writing rubrics for second language learners. Second language acquisition is a developmental process. In accordance with the different stages of language acquisition, it is necessary to utilize a rubric that has been adapted to assess learner proficiency as they go through this process. All ESL teachers were in-serviced on the use of the rubric and the new curriculum guides. The extent of teacher use and a review of student writing samples measured the success of the project.

#### **MODIFICATION**

The Office of Bilingual Education and the Office of Language Arts Literacy will jointly review the adapted rubric and collaboratively modify its design.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Staff development will be scheduled by the Assistant Superintendents for their school teams to address ESPA, GEPA and HSPT	46	X	

#### **EXPLANATION:**

School Leadership Teams 1, 3, 4 and 5 are inclusive of schools that reflect grades pre-kindergarten through eight. It is the ultimate responsibility of all Assistant Superintendents of the SLTs to provide the necessary staff development and support that would enable and/or build capacity for benchmark and successful accomplishment in ESPA and GEPA.

The compilation of the reports submitted by the Assistant Superintendents from the schools indicate that 3,922 staff development sessions were held at the School Leadership Team level that either referenced or was totally dedicated to either ESPA or GEPA. Monthly Principals and Vice Principals meetings were conducted by the SLT Assistant Superintendents. The meetings were either clustered in a series of workshops or significant portion of the meetings were dedicated to activities that ranged from familiarization of NJCCCS and ESPA/GEPA specifications to activities that involved taking practice tests to better understand format and content. The principals were also introduced to repertoires and routines that should be reflected in the classrooms.

In addition to monthly administrative meetings, there were other activities that occurred across SLTs Assistant Superintendents provided a series of workshops; for example, Operation GEPA was a series of workshops for Staff Developers and teachers of grades 7 and 8. The initiative was designed to ensure that teachers incorporated, clustered and outlined test specifications in the classroom curriculum. Follow-up classroom coaching was a significant component of the project. A two (2) day workshop was provided to principals in the utilization of data analysis for instruction and framework construction. This workshop was designed to enhance leadership skills and build understandings that correlated analysis to school action plans that will increase student achievement as evidenced in ESPA/GEPA scores. Operation Benchmark 2000 was designed to assist schools reach targeted benchmarks, with specific monitoring of grades 4 and 8, providing feedback and designing staff development to improve teacher proficiency.

The Assistant Superintendents also elicited the assistance of outside consultants or formalized partnerships toward supporting schools. The Saturday Institute, in conjunction with New Jersey Mathematics Coalition at Rutgers University, provided performed poorest on grades 3/4 and 7/8 a series of workshops specifically designed to build content knowledge in areas that students ESPA and GEPA.

The Paul Lawrence ESPA Math Initiative, Constructivist Mathematics and Sustaining a Cultures of Inquiry was provided by outside consultants throughout the school year as workshops and in-class support. There were workshops tailored only to district resource teachers and staff developers conducted by consultants to ensure the sustaining of efforts.

School Leadership Team 2 represents all district high schools. The training was provided by the National Urban Alliance (NUA) of Effective Teaching, January through May. The workshops focused on writing strategies that high school chairpersons were to share with teachers to augment classroom writing instruction. In addition to the workshops, four consultants were assigned to service twelve schools. This site-specific training was focused toward chairpersons and administrators to support writing strategies across all disciplines.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Staff development activities will be planned for in-school support teams, including staff developers and subject area teachers.	46	X	

#### EXPLANATION:

In the Newark Public Schools during the 1999-2000 school year there was emphasis placed upon school-based planning that incorporated staff development as an intricate component. In order to initiate an effective staff development plan, schools were to focus on three (3) essential questions.

- Is the plan based on need? (Real data either quantitative or qualitative)
- Is the plan outcome driven? (What evidence is apparent that the staff development is making a difference?)
- Does the plan focus on the learning community? (As a whole as well as individuals within the whole.)

At the school level, the school administrative team predicates staff development opportunities upon analysis of cumulative observations/evaluations test data, lesson plans and student work. The plan may have elements that focus on a pattern of weakness throughout the entire school or may be just a grade level need. The responsibility of staff development planning at the school level does not rest solely on the school administration, The school management teams staff development sub-committees design staff development days based upon data analysis and needs assessments. Monitoring instruments instituted at the School Leadership Team level were implemented for accountability purposes.

Research clearly indicates that nationally there is a loss of 20-30% of beginning teachers generally attributed to lack of support at the induction stage, as well as the 2-3 novice years that follow. Schools have implemented on-site mentoring and development initiatives to nurture technical and management skills.

With support from Central Office and in conjunction with schools, SLTs identified and monitored staff development opportunities. In the 1999-2000 school year, there were 129 staff development Opportunities provided by the SLTs. The focus of the staff development ran along a continuum from sixteen (16) new teachers workshops, to content and assessments, to NJCCCS, to Special Education modifications and adaptations, to research based best practices. Resource teachers provided in-class as well as grade level support.

As previously referenced, there were 495 district level staff development opportunities for teachers provided by the Office of Teaching and Learning. In addition various offices provided direct training to staff developers in the area of content knowledge, curriculum development and instructional strategies.

**As a collaborative effort, the Newark Teachers Union also provided staff development**

**opportunities to teachers.**

**MODIFICATIONS:**

- Beyond one single day there is no other training required or available to substitutes. This translates into a lack of consistent, quality instruction when a teacher is absent. Develop a plan for subsequent training for substitutes.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Staff development activities will be developed to address the individual needs of the district and school staffs.	<b>46</b>	<b>X</b>	

#### EXPLANATION:

In the district we have come to the understanding that effective staff development practices involves adults learning each and every day. There is a body of research that indicates that students achieve at higher levels of success when the teacher or those that support learning are actually engaged in their own learning at their own developmental stage. They ensure that from the induction into the profession through the extension of personal careers that life long learning is supported and there is continuous growth in refining skills, inquiring into practice, and developing new methods.

With this lofty goal in mind a Professional Improvement Plan (PIP) must be developed cooperatively by a supervisor and an individual district staff member. This plan not only places the responsibility on the learner but also provides the necessary scaffolding.

The PIPs are premised upon school and district initiatives that are to be accomplished. The district has provided a framework (3 realms) from which to reference when creating PIPs'.

- Direct Training – individuals are afforded opportunities to participate in workshops, seminars and conferences.

In the district there are multiple opportunities for staff development as referenced in the District Staff Development Schedule. It is also imperative to note that staff members may apply for support in conference attendance through the Professional Improvement Funds set up by the Newark Teachers' Union (NTU) and the City Administrators Supervisors Association (CASA). Individuals may request approval for attendance to conferences through supervisors. Outside consultants provide the necessary expertise that is then turn keyed by district resource teachers and staff developers.

- Learning Outside Schools – participation in study groups, grade level meetings in School Leadership Teams, Internet sharing, professional network associations.

Text based discussions and book talk opportunities were made available to district personnel along a continuum from the administrative level to New Teachers' Institutes. The protocols enabled those who were participating time to acquire and integrate relevant knowledge, including empirical research into new understanding through collegial interaction and support. Action research in the district can be obtained through technology. Staff members were afforded opportunities to delve into educational research, as well as the most current methodologies on web sites in order to apply the contextual

frameworks in their own work.

- Learning Inside Schools – participation in grade level planning, reviews of student work, curriculum development and peer coaching. The student work initiative as indicated previously was the lens to effective staff development.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
D. Collaboration will occur between the central office, school leadership teams and school-based administrators to support and align staff development activities.	46	X	

#### **EXPLANATION:**

The delivery of services in a school district organization is stronger and is made more effective when there is strong collaboration based on unity of purpose. The focus enables all stakeholders to allocate and marshal forces in a manner to achieve the intended goals. In order to effectively provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS, collaboration must occur between central offices, school leadership teams and school based administrators. The Newark Public Schools contains an immense infrastructure which requires a great deal of structural interdependence and interconnectedness to succeed in its mission to educate all students. During the first year of the implementation of the Education Plan the requisite structural interdependence and interconnectedness is at the initial awareness stage. The district staff developers exemplify the collaboration that exists between central office, the school leadership teams and school based administrators. The math and literacy staff developers work collaboratively with the Department of Teaching and Learning, the school leadership teams and the principals to deliver staff development services to the schools. Another prominent example of collaboration is the District Professional Development Council. The various stakeholders come together to collaboratively plan the staff development program for the district. The work done by this council will serve as a standard bearer.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
E. All secondary social studies, science, mathematics, English, visual and performing arts, and health teachers will be trained in the NJDOE writing rubrics and process.	46	X	

#### EXPLANATION:

In order to meet this objective, the district entered into a partnership with the National Urban Alliance. The partnership's goal was to help department chairpersons introduce teachers to strategies for improving writing. Strategies focused on:

- Learning how to write across the curriculum
- Writing to Learn
- Writing to show what was learned.

All participants engaged in activities that enabled them to:

- Reflect on their knowledge (metacognition) about writing in a content area.
- Use their content knowledge while developing their ability to elaborate and edit written expression of that knowledge.
- Actively use and apply that knowledge to writing across the curriculum.

Over the course of five months, participants were introduced to ten basic strategies that helped students gather the words and organize their ideas to write fluent, organized, thoughtful text, as they applied the strategies to various areas of studies. Participants were required to keep journals in which they recorded their observations and experiences and materials related to teaching writing in their departments.

All department chairpersons and building administrators were actively involved in the professional development activities. NUA consultants were assigned to work regularly with specific schools. They met to establish common sequences of activities to ensure quality control, to design applications of writing strategies, and plan for articulation that addressed the needs of their targeted administrative, teacher and student populations.

Department chairpersons learned how to apply appropriate N.J. State holistic scoring rubrics to writing samples from their own departments and collected spontaneous writing samples of essays and responses to open ended questions.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
F. Assistant Superintendents will make classroom observations to assess the implementation of the ESPA/GEPA/HSPT NJCCCS open-ended questions, writing prompts and timed reading	46	X	

#### EXPLANATION:

The CCCS are intended to promote students' capacities to construct meaning in any contextual arena, with others as well as on their own. If students are in learning environments where they learn to read, write, speak, listen and thinkview critically, strategically, and creatively. They will be prepared to succeed on the ESPA, GEPA, and HSPT.

To assess the degree to which all students are afforded learning environments which are specifically aligned to the NJCCCS and include opportunities to successfully respond to open-ended questions, writing prompts and the timed reading that are in the ESPA, GEPA and HSPT, Assistant Superintendents visited classrooms throughout the school year. The visits varied in form and content depending on the standard(s) being assessed but, all visits included observation of critical indicators.

The following are the critical indicators observed during the Assistant Superintendents visits to classrooms

- Rubrics
- Student work
- Lesson plans
- Writing folders

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### CROSS CURRICULAR ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
G. Common planning time will be provided for 4 <sup>th</sup> and 8 <sup>th</sup> grade teachers, both across disciplines and by subject, to enable them to plan instruction, analyze assessment results, and strengthen individualized student learning experiences	46	X	

**EXPLANATION:**

In the 1999-2000 school year the district focused on the implementation of common planning time across disciplines and by subject to enable teachers to analyze assessment, plan instruction and address individual learning styles. The student work initiative, which was the mechanism that supported this effort and was infused into the meeting as protocol. As referenced in Section 2: Strategy 1: Page 19, the chart serves as a visual for gleaning the numbers of grade level meetings (22,728) kindergarten through 8. Although the Education Plan references only grade 4 and 8 analysis of data, it was clearly determined that attention must also be placed on pre-ESPA and GEPA grades. This will allow for necessary foundational skills.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### OFFICE of EARLY CHILDHOOD ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Offer teachers in the early grades staff development/professional growth opportunities on best teaching strategies and developmentally appropriate practices aligned to the CCCS in the following researched-based strategies and initiatives: Theme-based instruction, Project New Beginnings and CLI.	47	X	

#### EXPLANATION:

Teachers were offered workshops to learn teaching strategies that would be effective with young children. One such strategy was the thematic approach to learning, where the focus was on the development of the whole child, integrating the cognitive, social, emotional needs of the child. Teachers were instructed on selecting themes that related directly to the children's real-life experiences and interests, as well as appropriate for the developmental level of the children. They were also taught strategies on the integration of content learning, i.e. Language Arts Literacy, Social Studies, Science and Mathematics.

**grade teachers** In the 1999-2000 school year, the teachers in the Project New Beginnings received a 5-day summer training component as well as weekly (1 day) in-class coaching throughout the school year. In addition to in-class support, facilitative efforts have focused on off-site visitations, study groups reflecting on current educational literature and grade level meetings for collaborative planning.

Results from an independent study that took place during the 1998-99 school year indicated that children enrolled in Bank Street classes tested higher than students who were not.

Through the Office of Language Arts Literacy and Early Childhood, eighty-two (82) first were provided the Children's Literacy Initiative (CLI) training in the 1999 summer institute. There were forty-seven (47) additional staff representing groups, i.e. kindergarten teachers, reading recovery teachers, special education teachers, staff developers and building administrators, who attended the training session. Two Saturday follow-up sessions, four hours each and approximately 15 hours of on-site coaching for each participant were also conducted.

In an effort to sustain the initiative, Principals (as well as some Vice-Principals) were given a full day in-service on the four (4) critical components of the program.

Results from the Diagnostic Reading Assessment (DRA) indicated that gains were made between Fall implementation results and Spring. Increases were made between Fall implementation results and Spring as follows:

- Kindergarten      25%
- Grade 1            20%
- Grade 2            21%

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### OFFICE of EARLY CHILDHOOD ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Provide all-day teacher aides in Pre-Kindergarten and Kindergarten classrooms.	47	X	

#### **EXPLANATION:**

Every pre-kindergarten and kindergarten teacher was assigned a full time teacher aide. The teacher aides assisted the classroom teachers in organizing the learning environment and implementing curriculum and assessment that facilitated children's learning.

Group size and teacher to student ratio adhered to the Abbott Regulations: one teacher and one aide for every 20 students. This allowed for each child to be given educational opportunities based on his/her individual learning style, interest and level of ability.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### OFFICE of EARLY CHILDHOOD ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Children's Literacy Initiative (CLI) training for approximately 80 first grade teachers	47	X	

#### **EXPLANATION:**

Through the Office of Language Arts Literacy and Early Childhood, eighty-two (82) first grade teachers were provided the Children's Literacy Initiative (CLI) training in the 1999 summer institute. There were forty-seven (47) additional staff representing groups, i.e. kindergarten teachers, reading recovery teachers, special education teachers, staff developers and building administrators, who attended the training session. Two Saturday follow-up sessions, four hours each and approximately 15 hours of on-site coaching for each participant were also conducted.

In an effort to sustain the initiative, Principals (as well as some Vice-Principals) were given a full day in-service on the four (4) critical components of the program.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### OFFICE of EARLY CHILDHOOD ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
D. Provide resource teachers to facilitate in-school support, (including staff development, demonstration lessons and assistance in developing learning centers), to preschool through second grade programs.	47	X	

**EXPLANATION:**

In the 1999-2000 school year there were twelve (12) resource teachers within the Office of Early Childhood designated with the responsibility of providing on-site support, focused on strengthening the alignment of curriculum, instruction to the CCCS. This support was provided to Newark Public Schools classroom teachers, pre-Kindergarten to second grade. In addition, support was provided to fifty-seven (57) community based pre-school centers, the Newark Early Childhood Collaborative (NECC), as per Abbott mandates. The centers provide three (3) and four (4) year olds a developmentally appropriate pre-school program and transition programs for continuity of education.

In addition to the resource teachers, there were thirteen (13) Bank Street Staff Developers that provide support to ninety-five (95) pre-kindergarten through second grade Teachers.

Data Collection is as follows:

- Number of Teacher Lesson Planbooks (PreK –2) reported using Developmentally Appropriate Practices - 291
- Staff Development Sessions - CLI/New Beginnings – 243
- Developmentally Appropriate Site Visitation Checklists – Instructional Strategies Reviewed in Lesson Plans
  - Number of Teachers with Visible Practices Noted - 273
  - CLI/New\_Beginning Strategies - 63

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Provide three-day staff development in-service and support visits for approximately 80 grade 1 teachers through Children's Literacy Initiative (CLI).	49	X	

#### **EXPLANATION:**

During the summer of 1999, eighty-two (82) first grade teachers were trained in the critical components of the Children's Literacy Initiative (CLI) program by the Office of Language Arts Literacy and the Office of Early Childhood. Two subsequent Saturday sessions were provided to teachers to reinforce concepts and to discuss implementation concerns. Participants received fifteen hours of follow-up support in the classroom to strengthen instructional practice.

As a result of the CLI training, teachers were better able use utilize language arts and mathematics checklist, DRA materials and data from each to inform classroom practices.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Train staff developers and other identified literacy instructors in the research based practices of the Newark Literacy Initiative (as grade appropriate).	46	X	

**EXPLANATION:**

This is the third year of the Newark Literacy Initiative, which consists of strategies that represent best practices to improve literacy skills. Balanced literacy, including reciprocal teaching, shared reading, and guided reading, and literature mapping strategies were at the center of the training. This initiative supports the integration of reading and writing to develop essential literacy skills. Multiple staff development opportunities were provided for staff developers and other identified instructional staff with a focus on research based best practices. Sessions were held at the SLT and school level in collaboration with resource teachers, staff developers and administrators.

Staff developers were trained during seven sessions to assist teachers with using authentic, age appropriate literature in the instructional program to motivate the reader and to train teachers to utilize reading and writing protocols to assist students to interact with the text. In addition, literacy strategies were infused through twenty-two in-services provided through the Character Education initiative. This strategy was successfully implemented as evidenced by district documentation of lesson plans, student work, classroom visits and the analysis of data provided on the *Tracking the Learners Reading and Writing Across Time*.

**MODIFICATIONS:**

- Develop a plan to provide direct training to teachers.
- Identify the district-wide areas of focus for this initiative.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Provide professional development activities in the development and analysis of CCCS aligned assessments, which inform instruction for the population of school staff developers and through grade level meetings.	46	X	

#### **EXPLANATION:**

The Office of Language Arts Literacy provided a series of staff development activities to assist teachers in the analysis of data on CRAs and midterm assessments. Staff developers were trained in the implementation and diagnosis of CRAs. In addition, they received training on specific strategies to address areas of deficiency. Language Arts/Literacy staff provide follow support in the form of grade level meetings and in-class support to assist teachers in addressing identified needs. Each staff developer provided training at the school level which resulted in 2953 faculty, grade level and individual meetings to address data analysis and student achievement.

Comparisons of CRA, midyear and final assessments were completed at the building, SLT and district levels (Refer to Section I-Assessment of Student Performance). However, interpreting data is crucial to outcome based education and should be part of instructional planning. Therefore, more training is needed.

#### **MODIFICATIONS:**

- Provide feedback to schools in a timely manner.
- Provide district-wide training in analyzing data.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
D. Provide professional development activities in the management of the Language Arts Literacy Tracking Learners' Reading & Writing Across Time System, which facilitates the delivery of curriculum and assessment aligned to the CCCS for the population of staff developers and through grade level meetings.	46	X	

#### EXPLANATION:

Three district-wide professional development opportunities were provided to staff developers in the appropriate development of materials to measure student success in the *Tracking Learners' Reading and Writing Growth Across Time* process and the appropriate use of the monitoring forms to record data. The staff developer were given additional training to assist them in increasing the teacher's ability to use reading protocols, revise and edit, picture prompt and persuasive writing strategies. Further training was provided to promote the use of authentic literature in the classroom.

This is an important district-wide initiative with the potential for providing tremendous improvement in writing. The district focus on writing dictates that every teacher internalize the instructional strategies necessary to improve student reading and writing. Therefore, classroom teachers need the same level of training that the staff developers are afforded.

#### MODIFICATIONS:

- Provide a staff development model that minimizes turnkey training and maximizes on-site support for teachers.
- Utilize feedback to design additional staff development opportunities.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
E. Through collaboration with SLT II, identified English teachers will be trained in the <b>Pacesetters</b> model.	49	X	

**EXPLANATION:**

During the 1999-2000 school year, ten secondary English teachers from 9 locations received training in the College Board's Pacesetter Program model. In addition, the teachers attended the national conference which provide an opportunity on a national level for collaboration with other teachers using the model.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
F. Provide on-going professional development activities based on identified need provided by CCCS assessment instruments in the teaching of writing, for the population of staff developers and through grade level meetings.	49	X	

#### **EXPLANATION:**

Writing across the content was the district focus for the 1999-2000 school year. The Office of Language Arts Literacy had an on-going conversation about writing with staff developers and department chairpersons. These sessions, held across the district, included resource teachers and administrators.

The CRAs and midterm assessments indicate that areas of need continue to be elaboration, transitions and open-ended responses regardless of content area. Professional development in writing provided staff developers and teachers with numerous strategies for improving student achievement in these areas.

While this action plan was successfully implemented, our test results indicate a need for serious modifications.

#### **MODIFICATIONS:**

- Everyone in the district must be cognizant of the district's focus in writing and processes to be followed at each sight.
- The Department of Teaching and Learning must provide more direction to all schools and additional support as needed.
- Create a system for tracking actual class sets of writing samples for a given prompt which have been scored using the NJ Holistic scoring rubric.
- Provide district wide opportunities for teachers to score writing samples, to foster the comparability of teacher judgement in applying the standards through horizontal alignment, both from one classroom to another and from one school to another.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
G. Provide professional development activities based on identified needs provided by CCCS assessment instruments in Writing in the Content Areas, for the population of	49	X	
H. staff developers and through grade level meetings.			

#### EXPLANATION:

Professional development opportunities were provided to staff developers, department chairpersons and teachers to address the identified need of the student in the area of writing. The Office of Language Arts developed in-services for teachers in need of instructional support with content and organization in narrative and persuasive pieces, the use of elaboration and transitions and the use of rubrics, both for scoring purposes and to set standards for acceptable student work. Presentations took place at district, SLT and grade level meetings. Presenters provided participants with key strategies to address identified needs.

As a result of this training and the NUA training at the secondary level, students were expected to write in social studies, science, health and physical education.

#### MODIFICATIONS:

- Implement a computer data base system for collecting and retrieving data to allow for timely feedback in a variety of formats.
- Implement a more systemic district wide approach to providing professional development in writing across the content area in all elementary schools.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### LANGUAGE ARTS LITERACY ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
I. Facilitate cross curricular training in the use of the NJDOE writing rubric by identifying professional resources and providing district sponsored work shops.	49	X	

#### **EXPLANATION:**

Cross curricular training in the use of the NJDOE writing rubric was facilitated by the Office of Language Arts Literacy and the Office of Instructional Staff Development. Training was provided by the Education Trust for Central Office, SLT and school-based administrators, resource teachers, department chairpersons, and supervisors. In addition, secondary administrators and department chairpersons received extensive training through the collaboration with the National Urban Alliance.

The expectation for this training was that teachers would use the NJDOE writing rubric as the yardstick by which student work is measured. Further, once the work was assessed, teachers developed instructional strategies that addressed the areas of weakness and improved student understanding and utilization of the components of good writing.

Rubrics were in use in both elementary and secondary classes as evidence by SLT walkthroughs, a review of lesson plans and classroom observations. In addition, principals report that more than 90% of the classes in their building maintained writing folders scored with rubrics.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Provide five training sessions for administrators to increase awareness of reforms in mathematics education and of effective classroom practices.	51	X	

#### EXPLANATION:

"Teaching that provides students with frequent and well-designed opportunities to think departs in significant ways from what we see in traditional classrooms" (Lord and Miller, 2000). School-based leadership (Principals, Vice-Principals, and Department Chairpersons) is critical in supporting teachers as they work to change practice and try more complex strategies. The key to ensuring that administrators understand the nature of the reforms is to engage them in model professional development sessions. Like many teachers, a large proportion of administrators lack non-traditional classroom experience.

During the 1999-2000 school year, five training sessions were provided for administrators about reforms in mathematics education and effective classroom practice. This increase in the awareness of reforms in mathematics enabled Department Chairpersons, Vice Principals and Principals to support their teachers in modifying instruction based on the latest educational research. Additionally, Department Chairpersons were in-serviced on the use of the New Jersey Department of Education Rubric to support writing within the mathematics classroom. During the school year 2000-2001, opportunities for administrators will be continued.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Grades <i>three, four, seven and eight</i> teachers and staff developers will be provided with training in mathematics content, questioning techniques, open-ended questions, and the development and use of scoring rubrics.	51	X	

#### EXPLANATION:

A total of 200 grade three teachers and mathematics staff developers were trained in mathematics content and questioning techniques. The focus of instruction was on whole number operations, and number concepts and number sense Teachers received a complement of lesson plans and professional resources.

A total of 200 grade four teachers and mathematics staff developers attended a full-day seminar in the Fall 1999 and the Spring 2000. The Fall Seminar focused on data analysis, patterns and relationships. The Spring Seminar turned the focus to geometry and alternative assessment utilizing a project approach, in order to prepare teachers for the district end-of-year assessment which was a geometry project. Participants were also trained to use rubrics to assess projects.

A total of 70 grade seven and eight teachers and Mathematics Staff Developers attended three full-day workshops in November 1999 and January 2000. The November seminar focused on the grade eight criterion-referenced assessment results and geometric probability. The January seminar focused on proportional thinking. The focus of these seminars, geometric probability and proportional thinking, were determined using the results of the Fall criterion-referenced assessment.

The effectiveness of the training was demonstrated by the quality of the Final Assessment Projects produced by students in each of these grades. In the year 2000-2001, training will be continued for grades three, four, seven and eight extending mathematics content knowledge

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Train Mathematics Staff Developers and Mathematics Department Chairpersons to effectively use item/error analyses to assist teachers in planning for instruction.	51	X	

#### EXPLANATION:

Effective use of assessment data requires cooperation among mathematics staff developers and/or department chairpersons and classroom teachers for the purpose of modifying instruction to meet student needs. To this end, the Office of Mathematics provided training in the effective use of item/error analysis. This process enabled teachers to not only understand students' cognitive processing, but also to then modify and personalize instruction. The essence of this strategy is in the effective re-teaching. The objective was implemented as follows:

- Mathematics staff developers, department chairpersons, vice principals and principals were in-serviced on how to effectively utilize test data taken from the criterion-referenced assessments to modify instruction based on identified student needs.
- Classroom level, grade level, school and district CRA results were compiled in Fall and Spring. Mathematics staff developers and department chairpersons were directly involved in the compilation of their school data by grade level. After compiling the data, staff developers and department chairpersons completed item/error analyses to identify students' misunderstandings and content needs within their school. The Mathematics staff developers were in-serviced on the identification of areas of in need and developed plans to address student needs. Department Chairpersons conducted informal, school-level meetings to discuss areas of deficiency and develop lesson plans based on those needs.

The repeated use of the error analysis strategy enabled teachers to teach for understanding, which is the essence of quality instruction. The success of this strategy can be seen in the growth in student achievement that occurred in students' scores on the elementary levels.

MATHEMATICS	GRADES 2-8	GRADES 9-12
Midterm Assessment	52.9%	58.7%
Final Assessment	74.2%	55.4%
Growth	+21.3%	-3.3%

There was a 3.3% decline in students' scores on the secondary level, which suggests that the

implementation of this strategy must be better monitored.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
D. Continue to offer Algebra I to all qualified 8 <sup>th</sup> grade students.	51	X	
E. Cohort III teachers will be enrolled in the Algebra Initiative course at Monclair State University. Evidence of their content knowledge will be determined by the impact on student achievement.	51	X	

#### EXPLANATION:

Algebra is a gatekeeper course that ensures student involvement and continuation in other rigorous mathematics courses. Algebra I better prepares students to solve challenging algebraic problems, which comprises approximately 25% of the GEPA test items.

In the school year 1999-2000, 240 of the 290 eligible students enrolled successfully completed Algebra I.

In an effort to expand the core of eligible students, the office of Mathematics and the School Leadership Teams will ensure that all K-8 teachers are proficient in teaching patterns and functions and algebraic thinking. These topics will be addressed at all grade levels and monitored through reviews of lesson plans and student work.

Fifteen Cohort III teachers continued their enrollment in the Algebra Initiative course at Montclair State University. These teachers continued to increase their mathematics content knowledge and were able to use varied teaching strategies to encourage divergent thinking in the classroom.

The effectiveness of the District's Algebra Initiative is already being noted. According to the March 1999 versus the March 2000 GEPA results in mathematics, Newark Public Schools showed a percentage increases of 4.7% within data analysis, which is a significant portion of the Algebra I curriculum and a percentage of 3.1% within problem solving.

In the school year 2000-2001, Cohort III teachers will continue their enrollment in the Algebra Initiative course at Montclair State University and Algebra I will continue to be offered to all qualified grade students.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### MATHEMATICS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
F. An additional 65 teachers in grades <i>three, four, six, seven</i> and <i>eight</i> , along with their <i>Vice Principals</i> and <i>Staff Developers</i> , will be trained in using the research-based constructivist approach to teaching mathematics. Training and support will include content and pedagogy, on-site visits, necessary resources and current research articles on reformed mathematics instruction.	51	X	

#### EXPLANATION:

A total of 65 classroom teachers in grade three, four, six, seven and eight along with Vice Principals and Staff Developers, were trained in using the research-based constructivist approach to teaching mathematics. Training occurred both in large and small group settings. Follow-up was conducted by consultants that visited selected sites to work with grades six, seven, and eight teachers.

For the school year 2000-2001, further training is projected for this cadre of teachers in grades three, four, six, seven and eight.

Training is also projected and anticipated for grades one and two teachers.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### SCIENCE EDUCATION ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Provide materials, training and support for the implementation of hands-on science learning in grades K, 3, 4, and 6 through the use of modular science kits.	54	X	

#### **EXPLANATION:**

As previously cited, in 1999 the Department of Teaching and Learning and the Office of Science Education initiated the Newark Public Schools Systemic Science Reform. The science reform program is reflective of the National Science Standards, New Jersey Science Curriculum Frameworks and the Third International Mathematics and Science Study (TIMSS). To support implementation of this initiative, the district committed resources to provide technical assistance and material support.

During the 1999-00 school year, modular science kits were used in grades K, 3, 4, and 6. Every teacher received a measurement module, however, the other modules were restocked and rotated on a preset schedule. The timely distribution of modules was problematic and will need to be addressed if the district is to continue successfully with the rotation format. The Office of Science Education is currently determining the most cost effective method of restocking and rotating modules.

Teachers were trained in the use of the module. Students were able to complete the hands-on task, but they did not demonstrate knowledge of content on the final assessments. Therefore, staff development that focuses on content knowledge is needed during the upcoming year.

Careful analysis of student results on the spring 2000 assessment indicates the following trends:

#### Grade 3

- Of the 34 test items, students scored significantly higher (70%) on the hands on component than on the cognitive skills
- Of the 2227 students tested, 1352 students earned a passing score reflecting a 61% passing rate

### Grade 6

- Of the 1346 results reported 49% reflected a passing score
- Students earned higher scores on the hands on component than on the cognitive skills component

This data will allow the district to act on its findings by monitoring and adjusting the staff development training scheduled for the next year.

### **MODIFICATIONS:**

- Monitor classroom instruction to determine teacher proficiency in science content and provide ongoing classroom based support to enable teachers to better transfer theory into practice.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### SCIENCE EDUCATION ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Continue the development and expansion of the Benjamin Banneker Science Center as a resource for students, teachers, administrators, parents, and the community. Continue articulation of support services and customized training workshops: SLT's, Parent Teacher Organizations and community partnerships. Construct a science laboratory at the Banneker Center for extended day research and scientific community involvement.	54	X	

#### **EXPLANATION:**

The Benjamin Banneker Science Center is a state of the art science facility that is the center of the Newark Public Schools science program. It has been expanded to include a professional library for the district. During the 1999-00 school year, the Center trained teachers and administrators in district science initiatives, provided model science lessons for teachers and their students; and provided training for parents. (See page 128-129 for more detailed information about the services provided.)

The construction of the science lab for extended day research and scientific community involvement will take place this summer.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### SCIENCE EDUCATION ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Continue to work with the Office of Design and Construction to increase the number of science labs in K-8 schools in accordance with the Newark Public Schools long-range facility plan.	54		X

#### EXPLANATION:

The facilities plan for the district includes science labs in the plans for new buildings. At this time new labs have not be added to existing buildings.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### SCIENCE EDUCATION ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
D. Continue the STARLAB – a portable planetarium program for district elementary and middle schools.	54	X	
E. Provide on-going staff development and support to move science instruction and assessment towards an inquiry-based, hands-on, student-centered structure.	54	X	

#### EXPLANATION:

Sixty-one elementary and middle schools across the district participated in STARLAB; a portable planetarium at the Banneker Science Center that provides interactive astronomy activities and planetarium presentations. These presentations and activities are aligned to achieving three of the Science standards:

- 5.9 All students will gain an understanding of natural laws as they apply to motion, forces, and energy transformations.
- 5.11 All students will gain an understanding of the origin, evolution, and structure of the universe.
- 5.12 All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.

The STARLAB supports successfully supports Science Education due to the comprehensive nature of the experience it affords the students. Group lessons are conducted using PowerPoint, laser disc, and videotape technology. Presentations discuss the earth, sun, moon, planets, stars, constellations, comets, meteors, and distant galaxies. In the next part of the program, students enter the portable STARLAB planetarium that set up in the room. In the planetarium, students view the night sky as it would appear the evening of the day of the presentation. Students learn how to locate familiar constellations, how the sky changes as the seasons change, how to locate planets, and how stars can differ significantly from each other in their characteristics.

On-going staff development and support to teachers was provided throughout the year. Every in-service emphasized an inquiry-based, hands-on, student centered approach. Staff development opportunities were presented in the following ways:

- 120 half day class visits to Banneker Science Center for model science lessons
- 61 two day Starlab visits to schools
- 40 full day class visits to Tiorati at Bear Mountain State Park
- 79 full day module training sessions for elementary teachers and administrators
- 4 full day training session for secondary teachers

The Banneker Science Center serviced approximately 400 teachers , 6900 students and 76 parents. A review of the evaluations indicate that 87% of teachers /students/parents felt that the lessons met their expectation; 100% felt that the students were actively engaged in the lessons; and 94% felt that the lessons/interactive stations correlated to the NJ Core Curriculum Content Standards.

Final assessments, aligned to the NJCCCS, were administered to students in grades 3 and 6 and to 9-12 secondary students. The elementary assessments will serve as baseline data for the 2000-01 school year. A review of the assessment data reveals that 61% of grade 3 students and 49% of grade 6 students passed the final examination. Many students performed better on the performance section than on the content section of the exam. This points to the need to provide in-services that focus on content knowledge for teachers. In addition, there is a need for more teacher training in both standard and metric measurement. Teachers need more content knowledge in order to assist students with developing explanations that incorporate interpreting data, drawing conclusions and forming hypotheses. The Office of Science will focus staff development effort for the 2000-01 school year on these areas of concern.

The district's passing rate in comprehensive science was 75%, biology was 67.5%, chemistry was 74.5% and 83.5%. In general, there was a -3 to -11 decline in the passing rate from the midterm to the final with the only increase in passing (1%) in comprehensive science. Assessments have been aligned to the Science Frameworks. At the secondary level, staff development will focus on inquiry-based learning and measurement concepts. In addition, teachers will be trained on the use of the new textbook in comprehensive science.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### SOCIAL STUDIES/MULTICULTURAL ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Expand and implement school level staff development activities with emphasis on <i>Touchstones Discussion Project</i> , <i>We the People . . .</i> and writing in the social studies.	56	X	

#### EXPLANATION:

The Office of Social Studies implemented and expanded two initiatives to provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCS. The ***Touchstones Discussion Project*** is an interdisciplinary, multicultural program geared to developing a wide range of critical reading and thinking skills through examination of excerpts from significant literary, scientific and artistic works. Touchstones training was provided to fifty-one teachers and/or administrators from thirty-five elementary schools. Training focused on both the program components and the implementation and integration of the Social Studies Frameworks into daily instructional program.

Thirty-four secondary Social Studies teachers from ten high schools received training in "We the People", a citizenship education program developed by the Center for Civic Education which involves students learning about the United States Constitution through research of constitutional issues and participation in mock congressional hearings. At the secondary level this also includes the opportunity to compete at the state level.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### SOCIAL STUDIES/MULTICULTURAL ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Train secondary social studies teachers during regular department meetings in the use of NJDOE holistic writing and open-ended scoring rubrics	56	X	

**EXPLANATION:**

Department meetings were utilized by the Office of Social Studies staff to provide training in the use of the new high school social studies book adoptions. As a result, training teachers in the use of holistic writing and open-ended scoring rubrics was not implemented. However, through the NUA and Education Trust training all department chairpersons received training in the creation and use of rubrics to enhance student writing.

Training of social studies teachers was conducted by department chairpersons at monthly staff meetings. Department chairpersons were asked to compile writing notebooks with samples of student work that demonstrated writing tasks, open-ended questions and responses and rubric assessments.

The district passing rate on the midterm and final assessments decline -3.3 in World Culture. However, there was a +0.9 increase in U.S. History I and a +4.1 increase in U.S. History II. This initiative will continue during the 2000-01 school year.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### SOCIAL STUDIES/MULTICULTURAL ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Provide district and in-school staff development activities during grade/level and department meetings utilizing available computer software to enhance student writing in the social studies.	56	X	

#### EXPLANATION:

In addition to district-wide training for administrators and teachers in September, social studies resource teachers provided 567 elementary and 36 secondary staff development opportunities in the form of whole school, small group in-services and individual and mentoring services to K-12 teachers during the school year. Much of this staff development supported the implementation of the new textbook adoption that was aligned to the NJCCCS. In addition, professional growth opportunities were offered on student centered learning strategies, awareness and use of technology, diversity issues, and models for alternative assessment.

During classroom visits, student writing folders were monitored and lesson plan design was reviewed. Successful integration of technology into instruction required on-going support. Therefore, the Office of Social Studies/Multicultural will continue providing appropriate staff development opportunities.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### VISUAL AND PERFORMING ARTS ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Initiate a staff development series on writing and application of the NJDOE rubric.	58	X	

#### EXPLANATION:

District-wide staff development days were not available to the Office of Visual and Performing Arts. In lieu of monthly school-based faculty meetings, the Office of Visual and Performing Arts in collaboration with SLT I alternated monthly meetings. In January and March the visual and performing arts teachers in that SLT met with the director of Visual and Performing Arts. In addition, presentations were given at principal and vice principal meetings in SLT I, IV and V. One school requested an in-service on writing in the visual and performing arts.

During the 2000-01 school year an effort will be made to implement the staff development model piloted in SLT I to afford the Office of Visual and Performing Arts greater access to instructional staff in that content area. In addition, the district will continue to expand opportunities to special content teachers to meet in selected groups for the purpose of improving the delivery of instruction.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### **OFFICE OF HEALTH, PHYSICAL EDUCATION AND AFTER SCHOOL PROGRAMS** **ACTION PLAN**

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
B. Offer teachers staff development opportunities on The Content Standards, the Health & Physical Education Frameworks, and the use of assessments and rubrics in Health and Physical Education	59	X	

#### EXPLANATION:

Grade level meetings for elementary health and physical education teachers are not available. The staff development model for this office includes school and classroom visits and training for the building principals. Class visits include a review of lesson plans and/or curriculum documents, formal or informal observations and monitoring the writing initiative. Approximately 220 school visits were conducted with new teachers receiving at least two visits.

Frameworks for health and physical education were hand delivered in January and became the primary focus of secondary department chairperson meetings. In addition, department chairpersons received training on the effective use of the revised curriculum guide, strategies for student centered learning and strategies for writing across the content.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### **OFFICE OF HEALTH, PHYSICAL EDUCATION AND AFTER SCHOOL PROGRAMS** **ACTION PLAN**

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Provide training in instructional strategies for skill development in lifetime activities and fitness and health.	59	X	

#### EXPLANATION:

Health and Physical Education teachers were trained in writing strategies in October. Writing was incorporated into health and physical education classes following the training. Writing samples were collected and reviewed by the Office of Health, Physical Education and After School Programs. Monthly meeting were held with secondary department chairperson and athletic directors. In addition, training was provided to coaches and teachers to improve their ability to teach tennis and golf. Lesson plans indicate that these skills are part of the instructional program.

The Frameworks for Health were distributed to elementary and secondary health and physical education teachers. Building principals were in-serviced by Substance Abuse Coordinators who reviewed the ATOD, HIV/AIDS and Violence Prevention units in the new health textbooks.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### **OFFICE OF HEALTH, PHYSICAL EDUCATION AND AFTER SCHOOL PROGRAMS** **ACTION PLAN**

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
D. Provide staff development for effective utilization of new district-wide Health text and resource series in grades K-5, and Grade 6, for Health/Physical Education teachers and classroom teachers engaged in Health and/or Physical Education instruction.	59	X	

#### EXPLANATION:

In August, elementary principals were in-serviced on the format, applications and components of the K-5 and grade 6 health education text and teacher resource kits. The materials were correlated to the NJCCCS.

The staff development provided to teachers on the effective use of the new Health texts and resource series was provided one-on-one to teachers. Only one school requested a whole school in-service. More training is needed beyond the introduction stage. Textbook companies will provide additional staff development sessions during the 2000-01 school year.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### WORLD LANGUAGE ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
A. Conduct in-service sessions on curriculum guide implementation including the N. J. Standards and Framework for World Languages, the progress indicators and assessment guidelines for the ESPA, GEPA and HSPA.	60	X	

#### EXPLANATION:

Many of the benefits of acquiring literacy in a second language are obvious but the most beneficial aspects for students are the contributions to the development of cognition. Longitudinal studies indicate:

- Greater academic achievement in other areas of study, including but not limited to reading, social studies, and mathematics.
- Higher scores on Scholastic Achievement Tests (SATs) America College Tests (ACT) and other standardized tests, regardless of their initial ability level or socioeconomic status.
- Improved understanding of the first/native language, the English language and greater sensitivity to structure, vocabulary and syntax.
- Improved reasoning, conceptualizing, and analyzing, along with better listening and memorization skills
- Enhanced employment opportunities and work relations
- Personal satisfaction through the ability to communicate across languages and culture.

In order to comply with the NJCCCS in the area of World Language which calls for assessment of world language acquisition for the first time in school year 2001-2002, in-service sessions successfully began during the 1999-2000 school year as follows:

TOPIC	PRESENTER
World Language Institute	Fairleigh Dickerson University
Integrating Technology in the World Language Classroom	Director of World Language
Use of Rubrics in ESL and World Language Classrooms	Office of Bilingual Ed/World Language
Scheduling for World Languages	Office of Bilingual Ed/World Language
Orientation for New World Language Teachers	Office of Bilingual Ed/World Language
Implementation of World Language Models	Office of Bilingual Ed/World Language

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### WORLD LANGUAGE ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO

B. Monitor teachers' schedules to ensure sufficient class instruction time.	60	X	
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**EXPLANATION:**

The Director of World languages and resource teachers of the Office of Bilingual Education/ESL has regularly monitored the World Language Program by reviewing World Language Teachers' schedules and frequent classroom visits.

Where necessary, recommendations were made to ensure that sufficient time was given to the language. In some cases, only targeted grade levels were offered the language instruction.

## SECTION I: ASSESSMENT OF STUDENT ACHIEVEMENT

**STRATEGY 4:** Provide staff development and in-school support to enable teachers to deliver curriculum and assessment aligned to the CCCS.

### WORLD LANGUAGE ACTION PLAN

DESCRIPTION	PAGE IN PLAN	SUCCESSFUL	
		YES	NO
C. Conduct observations of teachers' delivery of instruction to ensure the implementation of research based methods and techniques for second language acquisition.	60	X	

#### **EXPLANATION:**

Continuous monitoring of classroom instruction, to help ensure focus on standards, was carried out throughout the school year by the Director of World Languages of the Office of Bilingual/ESL.

The Office of Bilingual Education/World Languages conducts regularly scheduled observations of World Language teachers. The program is in its embryonic stage, consequently the various implementation models are being utilized and each requires the guidance of the director. The guidance and support is rendered on a one-to-one basis.